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ABSTRACT

The University of Texas (UT) at Austin's credit by examination program is described. In 1985-86, credit by examination was offered in 55 subjects. Details were provided for each of 18 subject areas in which over 20 tests were administered: Biology; Chemistry; Chinese; Computer Science; Economics; Electrical Engineering; English; French; German; Government; History; Latin; Mathematics; Physics; Psychology; Russian; Sociology; and Spanish. Results were also tabulated for the 37 subjects in which less than 20 tests were taken. Five categories of tests were administered: (1) UT Austin institutional administrations; (2) UT Austin departmental administrations; (3) national administrations of College Level Examination Program Subject Examinations; (4) College Board Achievement Tests; and (5) College Board Advanced Placement Examinations. Of 11,381 students who took 25,650 tests, one-third earned no credits; others earned from 1 to 76 semester hours of credit eligibility. The impact of credit by examination on the UT schools and colleges that participated in the program, and comparison of the 1985-86 test results with those of preceding years are briefly discussed. (MGD)

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CREDIT BY EXAMINATION AT THE UNIVERSITY OF TEXAS AT AUSTIN 1985-1986

Susan S. Mahoney

SR-86-2

April 1987

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CREDIT BY EXAMINATION AT THE UNIVERSITY OF TEXAS AT AUSTIN
1985-1986

Susan S. Mahoney

The Measurement and Evaluation Center (MEC) is responsible for coordinating credit by examination at The University of Texas at Austin. Policies governing each part of the program are made by the participating academic departments. In administering the testing program, MEC implements those policies.

Credit earned by examination at U.T. Austin is equivalent to credit earned by taking the course, except that credit by examination cannot be counted as credit earned in residence. Students or former students who earn credit by examination may petition for the credit for which they are eligible as soon as they choose to do so. Other persons may receive the credit for which they are eligible only after they enroll as students at U.T. Austin.

For a student who attended college prior to taking the examination, eligibility for credit depends upon the college courses studied before taking the examination. For example, credit by examination is not awarded if the student received college credit or a failing grade for the same course, or its equivalent, prior to taking the examination. To receive credit by examination, students must also meet all other conditions of eligibility established by the University, the schools/colleges, and the academic departments.

The reader should be aware that figures relating to eligibility for credit are derived from comparisons of test scores with score ranges qualifying students for credit, that some students do not claim all of the credit for which they are eligible, and that credit claimed by the eligible student may or may not be reported by MEC to the Registrar in the testing year covered by this report.

This report covers the 1985-1986 testing year, which began generally speaking in June, 1985, and continued through May, 1986. Scores from the

various testing categories were evaluated during those months, although some of the tests may have been administered prior to June, 1985.

During the 1985-1986 testing year, nine colleges/schools at U.T. Austin participated in the credit-by-examination program. Evaluations of 25,650 test scores, covering 55 subject areas in 218 courses, are recorded in this report. Because many students took more than one test, the total number of tests exceeds the actual number of persons who attempted to earn credit by examination. There were 11,381 participants in the credit-by-examination program during the year; 7,576 (67%) of those persons were successful in earning credit for at least one course, with 12,476 qualifying test scores generating a total of 66,198 semester hours of credit eligibility.

There were four common groupings in the number of tests students took during the testing year. The largest group was that of the 3,558 (31%) students who took one test, while 3,483 (31%) individuals took two tests. The third ranking group was that of the 2,643 (23%) students who took three tests during this time period; the remaining 1,697 (15%) students took four or more examinations.

The most common pattern of test-taking among students during 1985-1986 was a combination of two tests--the College Board Achievement tests in English Composition (ECT) and Mathematics Level I/Level II: 3,190 (28%) students had scores from these tests. In second rank were the 1,843 (16%) students who took the ECT, Mathematics Level I/Level II, and a foreign language test. There were 1,517 (13%) individuals who took tests other than the Achievement Tests in English Composition or in Mathematics Level I/Level II, or in a foreign language. The fourth ranked group was that with 1,280 (11%) persons who took a foreign language test. In fifth rank were the 1,106 (10%) students who took the Achievement Tests in English Composition, Mathematics Level I/Level II, and some test other than a foreign language. The remaining 2,445 (almost 22%) individuals took examinations in other combinations of subject areas.

Of the 11,381 individuals who participated in the credit-by-examination program during 1985-1986, 3,805 (33%) earned no credit eligibility. A total

of 2,146 (19%) students earned between one and three semester hours of credit eligibility; 2,037 (18%) merited between four and six semester hours. From 7 to 18 semester hours of credit eligibility were earned by 2,596 (23%) of the participants. At the upper range of the scale were 625 (5%) persons who earned between 19 and 30 semester hours and 172 (2%) students who qualified for more than 30 semester hours. One particularly well-prepared student took 9 tests and accumulated 76 semester hours of credit eligibility.

U.T. Austin's program of credit by examination is comprised of five different categories of test administrations: U.T. Austin institutional administrations, U.T. Austin departmental administrations, national administrations of CLEP Subject Examinations, national administrations of College Board Achievement Tests, and national administrations of College Board Advanced Placement (AP) Examinations.

U.T. Austin institutional administrations have the greatest impact on the credit-by-examination program. The following three criteria define this testing category and distinguish it from both U.T. Austin departmental administrations and national testing administrations with which MEC is involved:

1. The tests were administered at U.T. Austin by MEC at scheduled times,
2. The tests were scored at U.T. Austin, and
3. Fees for the tests were paid to U.T. Austin.

The tests were of four types: (a) U.T. Austin Tests for Credit constructed locally by certain academic departments, (b) College Board Achievement Tests, (c) College Board CLEP Subject Examinations, and (d) College Board AP Examinations.

Administration of the tests took place in four test settings: testing periods preceding fall and spring semesters and the first summer term, the seven summer orientation sessions, group testing in October and April before registration for the spring and fall semesters, and individually administered test sessions held at the request of the departments, or by MEC, for special reasons.

U.T. Austin departmental administrations are given on an individual basis. In any undergraduate course offered by the University, a registered student may take an examination in any course for which she/he is qualified, provided that the application is approved by the appropriate faculty members and administrators.

Application forms for the departmental examinations are available at the MEC. On the application, the student must state the reasons why she/he is qualified to take the test. Before the examination is given, the application must be approved by the chairman or program director of the department in which the course is offered and the dean of the college or school in which the student is enrolled.

These tests are not given on a regular schedule. When the application is submitted, the department administers the test at its convenience. The examination is graded by the department, which is expected to maintain the same level of achievement on the test as that required to pass the University course satisfactorily. To be eligible for credit, a student must make a satisfactory grade of at least a C.

When the results of the examination are known, the application form is returned to the Measurement and Evaluation Center. If credit has been earned, MEC reports the credit to the Registrar's office with a letter grade or with credit only, as directed by the student.

In national administrations of College Board tests, the examinations are available at designated test centers on common dates throughout the nation. After the national administration has been completed, test materials are returned to the Educational Testing Service (ETS). The tests are scored by ETS, and the scores are reported to the institutions designated by the students. U.T. Austin uses scores on specific tests from national administrations of three College Board testing programs: CLEP Subject Examinations, Achievement Tests, and Advanced Placement Examinations.

The CLEP examinations are usually administered in colleges and universities throughout the country. The Measurement and Evaluation Center serves as one of the national test centers for the College Board College-Level Examination Program in addition to offering certain CLEP Subject

Examinations in institutional testing. CLEP examinations are available through national administrations 10 times a year, each month except December and February.

The College Board Advanced Placement (AP) Examinations are administered nationally once a year in May. National administrations of the College Board Achievement Tests are scheduled five times during the academic year. For both programs, high schools typically serve as test centers.

A variety of test fees are paid by candidates for credit by examination. For U.T. Austin students, the fees may vary depending on whether the tests were taken as part of a national program or in an institutional administration.

U.T. Austin Institutional Administrations

U.T. Austin Tests for Credit:

Required tests, $23.00 per test; after September 19, 1985, $25.00 per test.

Optional tests, $38.00 per test; after September 19, 1985, $40.00 per test.

College Board Achievement Tests: $23.00 per test; after September 19, 1985, $25.00 per test.

College Board College-Level Examination Program (CLEP) Subject Examinations: $30.00 per test.

College Board AP Examinations: $38.00 per test; after September 19, 1985, $40.00 per test.

U.T. Austin Departmental Administrations

Required tests, $23.00 per test; after September 19, 1985, $25.00 per test.

Optional tests, $38.00 per test; after September 19, 1985, $40.00 per test.

National Administrations of College Board CLEP Subject Examinations

$30.00 per test.

National Administrations of College Board Achievement Tests

Between October 1, 1984, and September 1, 1985, the fee was $18.00 for one, two, or three Achievement tests taken on the same date.

National Administrations of College Board Advanced Placement Examinations

May, 1985, $49.00 per examination.

This report is arranged alphabetically by subject area, 18 of which are presented in the second portion of this report; at least 20 test scores were reported and evaluated in these particular subjects. For documentation of test results in subjects that had fewer than 20 test scores reported, for the overall impact of credit by examination on the nine participating schools/colleges, and for comparisons of 1985-1986 test results with results from preceding years in U. T. Austin's credit-by-examination program, the reader is referred to the summary section of this report.

Because the University changed its registration procedures, tests from April, 1986, institutional administrations are not included in this report. Those results will be documented in the 1986-1987 credit by examination report.

BIOLOGY

Biology 302, 303, and 304: Introductory Courses in the Biological Sciences

The College Board Advanced Placement (AP) Examination in Biology allows one hour and 30 minutes of working time on the objective portion and an additional 90 minutes on the essay portion. All scores of 5, 4, or 3 received from national administrations of this test are subject to review by a U. T. Austin faculty member of the Division of Biological Sciences. Both the objective score and the essay are taken into consideration in determining the credit a student receives. After the review, a student may be awarded credit for any combination of the three courses or possibly no credit for any course. Scores of 2 or 1 are not eligible for review or credit.

In on-campus administrations of the objective portion of the College Board AP Examination in Biology (designated as the Test for Credit in Biology), there is no review. The objective score alone is used to determine credit.

A student must have fewer than six semester hours--whether with passing or failing grades--in the life sciences (biology, botany, microbiology, zoology) to be eligible for credit.

Table 1 shows the numbers and percentages of test scores evaluated, tests generating eligibility, and grades awarded for each of the three biology courses: Biology 302 (Cellular and Molecular Biology), Biology 303 (Structure and Function of Organisms), and Biology 304 (Environmental and Population Biology). Because of the possibility of earning credit for one, two, or all three courses, the numbers shown under each individual course will not be equal to the numbers shown as generating eligibility.

The 48 scores from institutional administrations represent 22% of the 218 biology scores evaluated, while the 32 successful institutionally administered tests were 20% of the 160 biology tests meriting credit. Those 32 tests generated 195 semester hours of credit eligibility--18% of the total of 1,095 semester hours.

Conversely, the 170 scores received from national administrations of the Biology AP examination constituted 78% of the 218 scores evaluated. The

128 national scores generating eligibility constituted 80% of the total of eligible tests. Credit eligibility resulting from the national program totaled 900 (82%) semester hours.

Compared within each of the two programs, 67% of the institutional tests earned credit, while 75% of the national tests did so.

Table 2 presents a summary, by combination of courses, of credit earned by examination in biology during the 1985-1986 testing year. The numbers and percentages of test scores are displayed, as well as the number of semester hours of credit eligibility. A total of 218 scores were evaluated during the year; 160 (73%) of the tests accrued a total of 1,095 semester hours of credit eligibility. Seventy-nine (36%) tests received credit for all three of the introductory biology courses.

Table 1

Credit by Examination: AP Biology
1985-1986

Test	Test Scores Evaluated		Test Scores Generating Eligibility		Course and Grade								
					302			303			304		
	N	%	N	%	A	B	C	A	B	C	A	B	C
U.T.	48	22%	32	20%	10	6	9	4	2	5	7	8	14
AP													
5	25	11%	25	16%	14	6	5	12	11	2	13	6	5
4	53	24%	53	33%	10	20	16	4	21	19	12	28	9
3	57	26%	50	31%	1	10	15	0	5	13	3	19	21
2,1	35	16%	0	0%	--	--	--	--	--	--	--	--	--
Total	218	99%*	160	100%	35	42	45	20	39	39	35	61	49

*This figure differs from 100% only because of rounding error.

Table 2

Summary of Credit by Examination in Biology
1985-1986

Combination of Courses	Test Scores Evaluated		Semester Hours of Credit Eligibility	
	N	%	N	%
302, 303, 304	79	36%	711	65%
303, 304	9	4%	54	5%
302, 304	32	14%	192	18%
302, 303	6	3%	36	3%
304	25	11%	75	7%
303	4	2%	12	1%
302	5	2%	15	1%
Total eligible	160	73%*	1,095	100%
Not eligible	58	27%	0	0%
Total	218	100%	1,095	100%

*Because of rounding error, this percentage (73%) differs by 1% from the percentage (72%) obtained by addition of the above seven percentages.

CHEMISTRY

Five different tests are used to award credit by examination in chemistry at U.T. Austin: The U.T. Austin Tests for Credit in Chemistry 304K, 301, 302, 305 and the College Board Advanced Placement (AP) Examination. This report contains tables documenting the results of each of the five tests (Tables 3 through 7). The numbers and percentages of test scores evaluated, letter grades awarded, and semester hours of credit eligibility are presented. In addition, Table 8 summarizes the results of the credit-by-examination programs in chemistry during the 1985-1986 testing year.

During the time period covered by this report, 680 scores from the five chemistry tests were evaluated; 231 (34%) of these scores merited a total of 813 semester hours of credit eligibility. The Measurement and Evaluation Center administered 545 (80%) tests on the U.T. Austin campus. Eleven (2%) tests were given by the Department of Chemistry, with the remaining 124 (18%) test scores reported to the MEC from national administrations of the Chemistry AP Examination.

The U.T. Austin Test for Credit in Chemistry 301 had the largest volume of test scores--461 (68%) of the 680 test scores evaluated. This test's population produced 50% of the 231 tests that generated credit eligibility; these 116 test scores yielded 348 (43%) of the 813 semester hours of credit eligibility. Twenty-five percent of the students who tried to earn credit by means of this test were successful in their attempts.

The Chemistry AP Examination was ranked second in terms of test volume with 124 (18%) scores. This program had 41 (18%) scores meriting credit with 246 semester hours of eligibility accruing--or 30% of the total of 813. Thirty-three percent of the 124 AP scores merited credit, a success rate that placed this test in first rank in this comparison.

Chemistry 304K: Introduction to Chemistry

The U.T. Austin Test for Credit in Chemistry 304K, constructed locally by the U.T. Austin Department of Chemistry, allows one hour and 15 minutes of working time. The test is administered only on the U.T. Austin campus.

Eligible to take this optional test are individuals who (a) have not taken the test previously and (b) have neither a passing nor a failing grade for Chemistry 304K.

Table 3

Credit by Examination in Chemistry 304K: U.T. Austin
1985-1986

Eligible for Credit	Test Scores Evaluated		Semester Hours of Credit Eligibility
	Number	Percentage	
With grade of A	24	52%	72
With grade of B	16	35%	48
With grade of C	4	9%	12
Total eligible	44	96%	132
Not eligible	2	4%	0
Total	46	100%	132

Chemistry 301: Introductory Chemistry

The U.T. Austin Test for Credit in Chemistry 301, constructed locally by the U.T. Austin Department of Chemistry, allows one hour and 15 minutes of working time. The test is administered only on the U.T. Austin campus.

Individuals who have not taken the test previously and have neither a passing nor a failing grade for Chemistry 301 or its equivalent are eligible to take the examination.

The test is required of students who plan to work toward a Bachelor of Science degree in chemistry, physics, or chemical engineering; who studied chemistry in high school; and who do not already have credit for Chemistry 301 or its equivalent. The College of Engineering encourages its students in other engineering majors to take the test if they have sufficient background. The test is strongly recommended to students who plan to work for a Bachelor of Arts degree in physics; it is appropriate for other students with a strong background in high school chemistry.

Table 4

Credit by Examination in Chemistry 301: U.T. Austin
1985-1986

Eligible for Credit	Test Scores Evaluated		Semester Hours of Credit Eligibility
	Number	Percentage	
With grade of A	17	4%	51
With grade of B	42	9%	126
With grade of C	57	12%	171
Total eligible	116	25%	348
Not eligible	345	75%	0
Total	461	100%	348

Chemistry 302: Principles of Chemistry

The U.T. Austin Test for Credit in Chemistry 302, constructed locally by the U.T. Austin Department of Chemistry, allows one hour and 15 minutes of working time. The test is administered only on the U.T. Austin campus.

Eligible to take this test are individuals who (a) have not taken the test previously and (b) have neither a passing nor a failing grade for Chemistry 302 or its equivalent.

This test is optional.

Table 5

Credit by Examination in Chemistry 302: U.T. Austin
1985-1986

Eligible for Credit	Test Scores Evaluated		Semester Hours of Credit Eligibility
	Number	Percentage	
With grade of A	1	4%	3
With grade of B	3	12%	9
With grade of C	5	20%	15
Total eligible	9	36%	27
Not eligible	16	64%	0
Total	25	100%	27

Chemistry 305: Topics in General Chemistry

The U. T. Austin Test for Credit in Chemistry 305, constructed locally by the U.T. Austin Department of Chemistry, allows one hour and 15 minutes of working time. The test is administered only on the U.T. Austin campus.

Individuals who (a) have not taken the test previously, (b) have neither a passing nor failing grade for Chemistry 305 or its equivalent, and (c) have no credit for any college chemistry courses are eligible to take this optional test.

Table 6

Credit by Examination in Chemistry 305: U.T. Austin
1985-1986

Eligible for Credit	Test Scores Evaluated		Semester Hours of Credit Eligibility
	Number	Percentage	
With grade of A	5	38%	15
With grade of B	3	23%	9
With grade of C	3	23%	9
Total eligible	11	85%*	33
Not eligible	2	15%	0
Total	13	100%	33

*Because of rounding error, this percentage (85%) differs by 1% from the percentage (84%) obtained by addition of the above three percentages.

Chemistry 301 and 302

The College Board Advanced Placement (AP) Examination in Chemistry allows 90 to 105 minutes of working time for the objective portion of the test with an additional 75 to 90 minutes allotted for the essay/free response portion of the examination.

For a College Board AP score of 5, the student is awarded the letter grade of A for both Chemistry 301 and Chemistry 302. An AP score of 4 merits credit for both Chemistry 301 and 302, but credit only is recorded on the transcript; there is no letter grade attached. Chemistry AP examination scores of 3, 2, and 1 are not eligible for credit at U.T. Austin.

Table 7

Credit by Examination in Chemistry 301 and 302: AP Chemistry
1985-1986

Score	Test Scores Evaluated		Test Scores Generating Eligibility		Course and Grade				Semester Hours of Credit Eligibility
					301		302		
	N	%	N	%	A	CR	A	CR	N
5	9	7%	9	22%	9	0	9	0	54
4	32	26%	32	78%	0	32	0	32	192
3,2,1	83	67%	0	0%	—	—	—	—	0
Total	124	100%	41	100%	0	32	9	32	246

Table 8

Summary of Credit by Examination in Chemistry
1985-1986

Test and Course(s)	Test Scores Evaluated		Test Scores Generating Eligibility		Semester Hours of Credit Eligibility	
	N	%	N	%	N	%
U.T.: CH 304K	46	7%	44	19%	132	16%
U.T.: CH 301	461	68%	116	50%	348	43%
U.T.: CH 302	25	4%	9	4%	27	3%
U.T.: CH 305	13	2%	11	5%	33	4%
AP: CH 301, 302	124	18%	41	18%	246	30%
Dep't: Miscellaneous	11	2%	10	4%	27	3%
Total	680	101%*	231	100%	813	99%*

*This figure differs from 100% only because of rounding error.

CHINESE

Chinese 320K, 320L, 322

The U.T. Austin Tests for Credit in Chinese, constructed locally by the U.T. Austin Department of Oriental and African Languages and Literatures, are passages written in Chinese to be translated into English. One hour of working time is allowed for each test. These tests are administered only on the U.T. Austin campus. Credit (CR) rather than a letter grade is awarded to the successful student.

Eligible to take these optional tests are students who (a) have not taken the test previously and (b) have neither a passing nor a failing grade in the course(s) for which they are attempting to earn credit. The courses are entitled Chinese 320K: Readings in Modern Chinese I; Chinese 320L: Readings in Modern Chinese II; and Chinese 322: Introduction to Classical Chinese.

Five (7%) of these tests were given by the department; the remaining 70 examinations (93%) were administered by the Measurement and Evaluation Center. Table 9 summarizes the results of credit by examination in Chinese during the 1985-1986 testing year. Numbers and percentages of tests evaluated and tests generating eligibility are recorded; the number of semester hours earned in each course is also documented. Of the 75 test scores evaluated, 71 (95%) scores yielded credit and produced a total of 218 semester hours of credit eligibility.

Table 9

Summary of Credit by Examination in Chinese
1985-1986

Course	Test Scores Evaluated		Test Scores Generating Eligibility		Semester Hours of Credit Eligibility	
	N	%	N	%	N	%
320K	33	44%	33	46%	99	45%
320L	29	39%	29	41%	87	40%
322	8	11%	4	6%	12	6%
Dep't: Miscellaneous	5	7%	5	7%	20	9%
Total	75	101%*	71	100%	218	100%

*This figure differs from 100% only because of rounding error.

COMPUTER SCIENCE

Computer Science 304P: PASCAL Programming

The three-hour College Board Advanced Placement (AP) Examination in Computer Science consists of a multiple-choice section and a free-response section. A College Board rating of 5 on this examination establishes credit for Computer Science 304P with a grade of A. A rating of 4 is awarded a grade of B, while a rating of 3 merits a grade of C. Ratings of 2 and 1 are not eligible for credit. In addition, a 5 or 4 rating gives the student an opportunity to earn credit by means of a locally constructed test for Computer Science 315.

Table 10 presents the results of credit by examination in computer science at U.T. Austin during the 1985-1986 testing year. Numbers and percentages of test scores evaluated, tests generating credit eligibility, and semester hours of credit eligibility are displayed in this summary table. A total of 91 test scores were evaluated during this time period with 69 eligible tests accruing 208 semester hours of credit eligibility.

The College Board AP examination had 80 (88%) test scores reported to U.T. Austin from national administrations. Seventy-five percent of the tests from the AP program qualified for credit and produced 180 semester hours of credit eligibility, 87% of the total of 208 semester hours in this subject area. This Special Report does not document how many of the 34 students who earned 5's and 4's on the AP examination opted to take the local test for credit in Computer Science 315.

Table 10
Summary of Credit by Examination in Computer Science
1985-1986

AP Score	Test Scores Evaluated		Test Scores Generating Eligibility		Semester Hours of Credit Eligibility	
	N	%	N	%	N	%
5	21	23%	21	30%	63	30%
4	14	15%	14	20%	42	20%
3	25	27%	25	36%	75	36%
2,1	20	22%	0	0%	0	0%
Total AP	80	88%*	60	87%*	180	87%*
Departmental	11	12%	9	13%	28	13%
Total	91	100%	69	100%	208	100%

*Because of rounding error, this figure differs by 1% from the percentage obtained by addition of the above four percentages.

ECONOMICS

Three College Board College-Level Examination Program (CLEP) Subject Examinations are used to award credit by examination in three economics courses: Introductory Macroeconomics (Economics 302), Introductory Microeconomics (Economics 303), and Introductory Micro- and Macroeconomics (Economics 302 and 303). One hour and 30 minutes of working time are allowed for each test.

Individuals who have not taken these optional tests within the past six months and who have neither a passing nor a failing grade in the course(s) for which they are attempting to earn credit are eligible to take these tests.

This Special Report documents the results of the credit-by-examination program in this subject during the 1985-1986 testing year (see Table 14). During this time period, 118 test scores were evaluated. Of this total, 95 (81%) test scores qualified for 405 semester hours of credit eligibility.

Seventeen (63%) of the 27 test scores reported for the Macroeconomics examination earned 51 semester hours of credit eligibility in Economics 302. For the Microeconomics test, 43 test scores were reported, 38 (88%) of which were awarded 114 semester hours of credit eligibility in Economics 303. For the Micro- and Macroeconomics examination, 48 scores were evaluated, 40 (83%) of which merited 240 semester hours of credit eligibility (120 in each course). Of the 118 test scores reported, the combined examination accounted for the highest numbers and percentages in test volume, scores generating credit, and semester hours of credit eligiblity: 48 (41%) tests, 40 (42%) scores generating credit eligiblity, and 240 (59%) semester hours, respectively.

The Measurement and Evaluation Center administered 111 (94%) CLEP economics tests on the U.T. Austin campus during the 1985-1986 testing year. The remaining 7 (6%) test scores were reported from national administrations of the three CLEP economics tests.

Tables 11-13 present the numbers and percentages of test scores evaluated, letter grades awarded, and the semester hours of credit eligibility for the three CLEP examinations. Table 14 summarizes the results of all credit by examination in economics during the time period.

Economics 302: Introduction to Macroeconomics

Table 11

Credit by Examination in Economics 302: CLEP Introductory Macroeconomics 1985-1986

Eligible for Credit	Test Scores Evaluated		Semester Hours of Credit Eligibility
	Number	Percentage	
With grade of A	3	11%	9
With grade of B	5	19%	15
With grade of C	9	33%	27
Total eligible	17	63%	51
Not eligible	10	37%	0
Total	27	100%	51

Note. Score ranges: 63-80 = A, 55-62 = B, 48-54 = C, 20-47 = no credit.

Economics 303: Introduction to Microeconomics

Table 12

Credit by Examination in Economics 303: CLEP Introductory Microeconomics
1985-1986

Eligible for Credit	Test Scores Evaluated		Semester Hours of Credit Eligibility
	Number	Percentage	
With grade of A	14	33%	42
With grade of B	15	35%	45
With grade of C	9	21%	27
Total eligible	38	88%*	114
Not eligible	5	12%	0
Total	43	100%	114

*Because of rounding error, this percentage (88%) differs by 1% from the percentage (89%) obtained by addition of the above three percentages.

Note. Score ranges: 61-80 = A, 54-60 = B, 47-53 = C, 20-46 = no credit.

Economics 302 and 303

Table 13
Credit by Examination in Economics 302 and 303:
CLEP Introductory Micro- and Macroeconomics
1985-1986

Eligible for Credit	Test Scores Evaluated		Semester Hours of Credit Eligibility
	Number	Percentage	
With grade of A	17	35%	102
With grade of B	11	23%	66
With grade of C	12	25%	72
Total eligible	40	83%	240
Not eligible	8	17%	0
Total	48	100%	240

Note. Score ranges: 61-80 = A, 54-60 = B, 47-53 = C, 20-46 = no credit.

Table 14
Summary of Credit by Examination in Economics
1985-1986

Course(s)	Test Scores Evaluated		Test Scores Generating Eligibility		Hours of Credit Eligibility	
	N	%	N	%	N	%
302	27	23%	17	18%	51	13%
303	43	36%	38	40%	114	28%
302 and 303	48	41%	40	42%	240	59%
Total	118	100%	95	100%	405	100%

ELECTRICAL ENGINEERING

Electrical Engineering 312: Electrical Engineering Computation I

The College Board's College-Level Examination Program (CLEP) Subject Examination in Elementary Computer Programming-Fortran IV allows 90 minutes of working time. In addition, one hour of working time is allotted for a U.T. Austin test (PASCAL) that supplements the CLEP examination.

Individuals who have not taken the tests within the past six months and have neither a passing nor failing grade in Electrical Engineering 312 or its equivalent are eligible to take this optional test.

During the 1985-1986 testing year, the Measurement and Evaluation Center administered 14 examinations for Electrical Engineering 312. The results of those tests are shown in Table 15. A faculty member of the Department of Electrical and Computer Engineering grades the U.T. Austin portion of the test. In order to earn credit, a student must pass both tests, each with a grade of C or better.

Table 15

Summary of Credit by Examination in Electrical Engineering 312:
CLEP Elementary Computer Programming--Fortran IV
1985-1986

Eligible for Credit	Test Scores Evaluated		Semester Hours of Credit Eligibility
	Number	Percentage	
With grade of A	9	64%	27
With grade of B	4	29%	12
With grade of C	1	7%	3
Total eligible	14	100%	42
Not eligible	0	0%	0
Total	14	100%	42

Note. To earn credit in Electrical Engineering 312, a student must make both a minimum score of 51 on the CLEP examination and a grade of C or higher on the U.T. Austin PASCAL test.

ENGLISH

Four tests are used to grant credit by examination in English at U.T. Austin. The College Board Achievement Test in English Composition (ECT) is used for English 306. A second English test used at the freshman level is the College Board Advanced Placement (AP) Examination in Language and Composition, for which credit in English 306 and 308 can be earned by examination. At the sophomore level, two other College Board examinations are used: the College-Level Examination Program (CLEP) Subject Examination in Analysis and Interpretation of Literature for English 316K and the AP Examination in Literature and Composition for English 316K and 314L.

Tables 16-19 present results of each examination; Table 20 summarizes the results of credit by examination from all four English tests during 1985-1986.

During this testing year, 9,286 English test scores were evaluated. There were 3,563 (38%) tests with scores qualifying students for 12,051 semester hours of credit eligibility. The ECT produced the largest test volume: 7,894 (85%) test scores evaluated, 2,674 (75%) tests generating eligibility, and 8,022 (67%) semester hours of credit eligibility. The AP Examination in Literature and Composition ranked second in this comparison with 953 (10%) tests evaluated and 737 (20%) eligible test scores producing 3,228 (27%) semester hours of credit eligibility. Results of the freshman level tests far outweighed results from the sophomore level tests in these three comparisons. This difference is largely due to the fact that a score on the ECT is required prior to enrollment in English 306, a first-semester freshman English course. The 8,213 first year English tests accounted for 88% of the test scores evaluated. Seventy-nine percent (2,821) of the tests generating eligibility were at the freshman level; they yielded 8,808 (73%) semester hours of credit eligibility.

The Measurement and Evaluation Center administered 5,453 (59%) English tests during this time period--5,335 ECT (English 306), and 118 CLEP Analysis and Interpretation of Literature (English 316K). The remaining 3,833 (41%) test scores were reported from national administrations of the ECT, the CLEP Subject Examination in Analysis and Interpretation of Literature, and the two College Board AP Examinations in English.

English 306: Rhetoric and Composition

The College Board Achievement Test in English Composition (ECT) allows one hour of working time. A score on this test is required before enrollment in English 306, the basic first-semester college English course.

The ECT is available in both institutional and national administrations. The Measurement and Evaluation Center administered 5,335 (68%) of these tests on the U.T. Austin campus during the 1985-1986 testing year. This segment of the ECT test population achieved scores qualifying for credit on 1,645 tests, which produced 4,935 (62%) semester hours of credit eligibility. The remaining 2,559 (32%) tests were given in national administrations, with 1,029 tests generating 3,087 (38%) semester hours of credit eligibility.

Table 16 presents the 1985-1986 credit by examination results for both national and institutional administrations of the ECT. A total of 7,894 scores were evaluated during this time period; 2,674 (34%) of the tests merited 8,022 semester hours of credit eligibility.

Table 16
Credit by Examination in English 306: Achievement Test
in English Composition
1985-1986

Eligible for Credit	Test Scores Evaluated		Semester Hours of Credit Eligibility
	Number	Percentage	
With grade of A	1,259	16%	3,777
With grade of B	1,415	18%	4,245
Total eligible	2,674	34%	8,022
Not eligible	5,220	66%	0
Total	7,894	100%	8,022

Note. Score ranges: 610-800 = A, 550-609 = B, 200-549 = no credit.

English 306; English 308 (Rhetoric, Logic, and Expository Writing)

The College Board Advanced Placement (AP) Examination in Language and Composition is a three-hour test divided into two portions; typically, the examination allots an hour and 15 minutes for the multiple-choice portion and an hour and 45 minutes for the essay portion. A College Board score rating of 5 or 4 on this examination creates credit eligibility for both English 306 and English 308 with a letter grade of A. A test with the College Board rating of 3 is reviewed by the Department of English for possible credit in English 306 and/or English 308 with a letter grade of A or B for one or both courses. Scores of 2 and 1 are not eligible for credit.

Table 17 documents the results of the 319 scores on the AP Language and Composition examination during 1985-1986. A total of 147 (46%) of the tests merited 786 semester hours of credit eligibility in freshman English.

Table 17

Credit by Examination in English 306 and 308
AP English in Language and Composition
1985-1986

Score	Test Scores Evaluated		Test Scores Generating Eligibility		Course and Grade				Semester Hours of Credit Eligibility
					306		308		
	N	%	N	%	A	B	A	B	N
5,4	103	32%	103	70%	103	0	103	0	618
3	140	44%	44	30%	4	40	0	12	168
2,1	76	24%	0	0%	—	—	—	—	0
Total	319	100%	147	100%	107	40	103	12	786

English 316K: Masterworks of Literature

The College Board CLEP Subject Examination in Analysis and Interpretation of Literature allows one hour and 30 minutes of working time on the objective portion. The essay portion allots an additional hour and 30 minutes of working time.

The Department of English requires both the objective portion and the essay portion of the test. Satisfactory performance is required on both portions of the test. The minimum satisfactory objective score is 51. The essays, which are graded by Department of English faculty members, must merit a grade of at least C. The test is optional.

Table 18

Credit by Examination in English 316K
CLEP Analysis and Interpretation of Literature
1985-1986

Eligible for Credit	Test Scores Evaluated		Semester Hours of Credit Eligibility
	Number	Percentage	
With grade of A	0	0%	0
With grade of B	5	4%	15
Total eligible	5	4%	15
Not eligible	115	96%	0
Total	120	100%	15

English 316K and 314L: Masterworks of Literature and Introduction to Literature II

The College Board Advanced Placement (AP) Examination in Literature and Composition is a three-hour test divided into two portions; typically, the examination allows one hour and 15 minutes for the multiple-choice portion and one hour and 45 minutes for the essay portion. A College Board rating of 5 awards a student credit in English 316K with an A and in English 314L with an A. With a College Board rating of 4, a student may claim credit in English 316K with a B and in English 314L with an A. A rating of 3 merits credit (only) in English 316K. Ratings of 2 and 1 do not earn credit by examination.

Table 19 displays the results of the 953 scores for the English AP Examination in Literature and Composition evaluated at U.T. Austin during 1985-1986. Seventy-seven percent (737 tests) of the total were eligible for credit. A total of 3,228 semester hours of credit eligibility resulted from this national testing program.

Table 19
Credit by Examination in English 316K and 314L
AP English in Language and Composition
1985-1986

Score	Test Scores Evaluated		Test Scores Generating Eligibility		Course(s) and Grade				Semester Hours of Credit Eligibility
					316K			314L	
	N	%	N	%	A	B	Credit Only	A	N
5	117	12%	117	16%	117	—	—	117	702
4	222	23%	222	30%	—	222	—	222	1,332
3	398	42%	398	54%	—	—	398	—	1,194
2,1	216	23%	0	0%	—	—	—	—	0
Total	953	100%	737	100%	117	222	398	339	3,228

Table 20

Summary of Credit by Examination in English
1985-1986

Test and Course(s)	Test Scores Evaluated		Test Scores Generating Eligibility		Semester Hours of Credit Eligibility	
	N	%	N	%	N	%
ECT: E 306	7,894	85%	2,674	75%	8,022	67%
AP: E 306, 308	319	3%	147	4%	786	7%
Subtotal: 1st year	8,213	88%	2,821	79%	8,808	73%*
CLEP: E 316K	120	1%	5	<1%	15	<1%
AP: E 316K, 314L	953	10%	737	20%	3,228	27%
Subtotal: 2nd year	1,073	12%*	742	21%*	3,243	27%
Total	9,286	100%	3,563	100%	12,051	100%

*Because of rounding error, this figure differs by 1% from the total derived by addition of the above two figures.

FRENCH

Three College Board examinations are used to award credit by examination in French at U.T. Austin: the Achievement Test in French Listening-Reading and two Advanced Placement (AP) Examinations in French--French Language and French Literature.

The more commonly used test, the College Board Achievement Test in French Listening-Reading, is available only on the U.T. Austin campus. This test is divided into two sections--a 20-minute taped listening portion and a 40-minute reading portion. Students who have not taken the test previously in an institutional administration are eligible to attempt to earn credit by means of this test. This test is required of all students who have knowledge of French, who have no college credit in French, and who intend to enroll in a U.T. Austin French course. It is possible for students to earn credit for the first four courses in the major 4-skill sequence: French 506, First-Year French I; French 507, First-Year French II; French 312K, Second-Year French I: Four Skills; French 312L, Second-Year French II: Four Skills--Literature.

During the 1985-1986 testing year, the Measurement and Evaluation Center administered 839 French Achievement Listening-Reading tests. Table 21 presents the results, by course, of those tests. The number of tests generating credit, the letter grades, and the number of semester hours generated for a specific course are recorded. Data on the same 839 tests are shown in a different format in Table 22; results are arranged by the combination of courses for which the more advanced students earned credit eligibility.

The 634 (76%) test scores that qualified for credit produced 5,429 semester hours of eligibility. The largest amount of credit eligibility was generated by scores on the 116 (14%) tests that merited the maximum amount of credit (all four courses) available from this test. This well-prepared group earned 1,856 semester hours of credit eligibility, 34% of the total of 5,429 semester hours. In the second-ranked group on this test were the 361 (45%) tests that earned credit for French 506 only with a total of 1,805 (33%) semester hours.

Table 21
Credit by Examination: Achievement Test in French Listening-Reading
1985-1986
(Number of Test Scores Evaluated: 839)

Course	Test Scores Generating Eligibility	Grade			Semester Hours of Credit Eligibility
		A	B	C	
506	634	208	126	300	3,170
507	273	71	73	129	1,365
312K	182	46	45	91	546
312L	116	31	23	62	348
Total	—	—	--	--	5,429

Table 22
Credit by Examination: Achievement Test in French Listening-Reading
1985-1986

Combination of Courses	Test Scores Evaluated		Semester Hours of Credit Eligibility	
	N	%	N	%
506, 507, 312K, 312L	116	14%	1,856	34%
506, 507, 312K	66	8%	858	16%
506, 507	91	11%	910	17%
506	361	43%	1,805	33%
Total eligible	634	76%	5,429	100%
Not eligible	205	24%	0	0%
Total	839	100%	5,429	100%

Table 23

Placement System for Scores Received After May 15, 1976, on the College Board Achievement Test in French Listening-Reading--Credit by Examination in French

Composite Score	Credit and Grade				Register for
	506	507	312K	312L	
720-800	A	A	A	A	Upper Division Course
680-719	A	A	A	B	Upper Division Course
660-679	A	A	B	B	Upper Division Course
630-659	A	A	B	C	Upper Division Course
610-629	A	B	B	C	Upper Division Course
590-609	A	B	C	C	Upper Division Course
560-589	A	B	C		FR 312L, 312M, 312N, or 310L
540-559	A	C	C		FR 312L, 312M, 312N, or 310L
530-539	A	C			FR 312K or 310K
490-529	B	C			FR 312K or 310K
470-489	B				FR 508K
410-469	C				FR 508K
200-409	No Credit				FR 506 or 508K

The College Board AP Examination in French Language is approximately 2 hours and 30 minutes long. Listening and reading abilities are tested in the multiple-choice portion; the free-response portion evaluates writing and speaking skills. A College Board rating (score) of 5 on this examination qualifies a student for credit in the first four courses in the major sequence (French 506, 507, 312K, 312L), French 324K, and French 324M--all six courses with the letter grade of A. The student who earns a rating of 4 becomes eligible for the first four courses and French 324K with a grade of A in each course. A rating of 3 qualifies the student for credit in the first four courses with A's and departmental review of the test for possible credit in French 324K with an A or B. The lower rating of 2 merits credit for only French 506 and 507 with A's for each course. A rating of 1 is not eligible for credit in French.

The College Board AP Examination in French Literature is approximately three hours long. The multiple-choice section is between 70 and 90 minutes in length; the free-response section is between 90 and 105 minutes long. A College Board rating of 5 on this examination qualifies a student for credit in the first four courses in the major sequence (French 506, 507, 312K, 312L), French 324K, and French 326L--all six courses with the letter grade of A. The student who earned a rating of 4 would be eligible for the first four courses and French 326L, once again, with the grade of A for each course. A rating of 3 qualifies for the first four courses with A's and review by the department for possible credit for 326L with an A or B. The lower rating of 2 merits only French 506 and 507 with A's for each course. A rating of 1 is not eligible for credit in French.

The results of the two College Board AP French examinations are presented in Table 24. There were 47 test scores evaluated for the Language test with 38 (81%) test scores qualifying for 650 semester hours of credit eligibility. The 10 test scores received from the Literature examination generated 181 semester hours of eligibility.

Table 24

Credit by Examination: AP in French Language or Literature
1985-1986

Score	Test Scores Evaluated	Test Scores Generating Eligibility	Courses					Semester Hours of Credit Eligibility
			506, 507	312K, 312L	324K	324M	326L	
Language								
5	6	6	6	6	6	6	—	132
4	6	6	6	6	6	—	—	114
3	16	16	16	16	16*	—	—	304
2	10	10	10	—	—	—	—	100
1	9	0	—	—	—	—	—	0
Subtotal	47	38	38	28	28	6	0	650
Literature								
5	3	3	3	3	3	—	3	66
4	3	3	3	3	—	—	3	57
3	2	2	2	2	—	—	2**	38
2	2	2	2	—	—	—	—	20
1	0	0	—	—	—	—	—	0
Subtotal	10	10	10	8	3	—	8	181
Total	57	48	48	36	31	6	8	831

*Of the 16 tests reviewed by the department, one received the grade of A, 13 received a B, and one received a C.

**Of the two tests reviewed by the department, each received the grade of B.

The 1985-1986 program of credit by examination in French is documented in Table 25, which shows the numbers and percentages of test scores evaluated, tests generating eligibility, and semester hours of credit eligibility. Scores on the College Board Achievement Test in French Listening-Reading, administered by the Measurement and Evaluation Center, accounted for 93% of the volume in the testing program in French. This test had 634 tests warranting credit and 92% of the total of 690 eligible test scores; it produced 5,429 (86%) semester hours of credit eligibility. The 57 (6%) Advanced Placement Examinations included 48 with scores qualifying students for credit, while eight departmental tests yielded eight (1%) successful performances and 32 hours of credit eligibility. Overall, 6,292 semester hours of credit eligibility were generated by 690 (76%) of the 904 tests.

Table 25

Summary of Credit by Examination in French
1985-1986

Test	Test Scores Evaluated		Test Scores Generating Eligibility		Semester Hours of Credit Eligibility	
	N	%	N	%	N	%
Achievement	839	93%	634	92%	5,429	86%
AP	57	6%	48	7%	831	13%
Dep't: Miscellaneous	8	1%	8	1%	32	1%
Total	904	100%	690	100%	6,292	100%

GERMAN

Three College Board examinations are used to award credit by examination in German at U.T. Austin: the Achievement Test in German Listening-Reading and two Advanced Placement (AP) Examinations in German--German Language and German Literature. In addition, scores from locally constructed tests in a variety of German courses were evaluated by the Department of Germanic Languages during 1985-1986.

The more commonly used test, the College Board Achievement Test in German Listening-Reading, is available only on the U.T. Austin campus. This test is divided into two sections--a 20-minute taped listening portion and a 40-minute reading portion. Students who have not taken the test previously in an institutional administration are eligible to attempt to earn credit by means of this test. It is required of all students who have knowledge of German, who have no college credit in German, and who intend to enroll in a U.T. Austin German course. It is possible for students to earn credit for the first four German courses: German 506, First-Year German I-R (emphasis on reading) and I-S (emphasis on speaking/vocabulary/grammar); German 507, First-Year German II; German 312K, Second-Year German I and German 312L: Second-Year German II (each course with readings in the humanities and social sciences).

During the 1985-1986 testing year, the Measurement and Evaluation Center administered 313 Achievement tests in German Listening-Reading. Table 26 presents the results, by course, of those tests. The number of tests generating credit, the letter grades, and the number of semester hours of credit eligibility generated for a specific course are recorded. Data on the same 313 tests are shown in a different format in Table 27; the results are arranged by combination of courses for which credit was generated.

The 265 (85%) tests that produced qualifying scores yielded 2,569 semester hours of credit eligibility. The largest segment of this eligible test volume was that of the 129 (41%) test scores that earned credit for German 506 only with a total of 645 (25%) semester hours. The second-ranked group was the 87 (28%) that merited the maximum amount of credit eligibility (all four courses) available for successful performance on this test. This well-prepared group earned 1,392 semester hours of credit eligibility, 54% of the total of 2,569 semester hours.

Table 26
Credit by Examination: Achievement Test in German Listening-Reading
1985-1986
(Number of Test Scores Evaluated: 313)

Course	Test Scores Generating Eligibility	Grade			Semester Hours of Credit Eligibility
		A	B	C	
506	265	186	41	38	1,325
507	136	91	18	27	680
312K	101	68	19	14	303
312L	87	59	9	19	261
Total	—	—	—	—	2,569

Table 27
Credit by Examination: Achievement Test in German Listening-Reading
1985-1986

Combination of Courses	Test Scores Evaluated		Semester Hours of Credit Eligibility	
	N	%	N	%
506, 507, 312K, 312L	87	28%	1,392	54%
506, 507, 312K	14	4%	182	7%
506, 507	35	11%	350	14%
506	129	41%	645	25%
Total eligible	265	85%*	2,569	100%
Not eligible	48	15%	0	0%
Total	313	100%	2,569	100%

*Because of rounding error, this percentage (85%) differs by 1% from the percentage (84%) obtained by addition of the above four percentages.

Table 28

Placement System for Scores Received After April 10, 1984, on the College Board Achievement Test in German Listening-Reading-- Credit by Examination in German

Composite Score	Credit and Grade				Register for
	506	507	312K	312L	
600-800	A	A	A	A	Upper Division Course[a]
570-599	A	A	A	B	Upper Division Course
540-569	A	A	B	C	Upper Division Course
530-539	A	A	C		GER 312L, 314L, 310, 315M
510-529	A	B	C		GER 312L, 314L, 310, 315M
500-509	A	B			GER 312K or 314K
470-499	A	C			GER 312K or 314K
440-469	A				GER 508K
420-439	B				GER 508K
400-419	C				GER 508K
200-399	No Credit				GER 506 or 508K[b]

[a] Students who place out of four semesters of college German are advised to consult the undergraduate advisor before registering for an upper division course.

[b] Students who have had one year or less of high school German, or its equivalent, should register for German 506. Students who have had two or more years of high school German, or their equivalent, should register for German 508K.

The College Board AP Examination in German Language is 3 hours in length. Listening and reading abilities are tested in the multiple-choice portion; the free-response portion evaluates writing skills. A College Board rating of 5 on this examination qualifies a student for credit in the first four German courses (506, 507, 312K, 312L), German 328 and 356--all six courses with the letter grade of A. The student who earns a rating of 4 becomes eligible for credit in the first four courses and German 328, once again with the grade of A for each course. Scores of 3, 2, or 1 do not qualify the student for credit in German. During the 1985-1986 testing year, two German Language AP scores of 5 were reported to U.T. Austin. Three scores of 4 were reported, and 14 scores with lower ratings (3, 2, 1) were reported. Based on the five eligible scores, 101 semester hours of credit eligibility were awarded.

The College Board AP in German Literature is no longer available in national administrations. The Measurement and Evaluation Center continues to record any scores received from earlier administrations of that examination, and credit is awarded based on the scheme in effect at the time the test was available. No scores from the German Literature AP Examination were reported during this year.

Results of the total 1985-1986 credit-by-examination program in German are documented in Table 29, which shows the numbers and percentages of test scores evaluated, test scores generating eligibility, and semester hours of credit eligibility. The College Board Achievement Test in German Listening-Reading, administered by the Measurement and Evaluation Center, accounted for 92% of the test volume in German. On this test, 265 scores warranted credit, or 95% of the total of 278 eligible test scores; these 265 scores produced 2,569 semester hours of credit eligibility--95% of the total of 2,694 semester hours of credit eligibility in German.

Table 29

Summary of Credit by Examination in German
1985-1986

Test	Test Scores Evaluated		Test Scores Generating Eligibility		Semester Hours of Credit Eligibility	
	N	%	N	%	N	%
Achievement	313	92%	265	95%	2,569	95%
AP	19	6%	5	2%	101	4%
Dep't: Miscellaneous	8	2%	8	3%	24	1%
Total	340	100%	278	100%	2,694	100%

GOVERNMENT

Government 310L: American Government

Two tests are used by the U.T. Austin Department of Government for credit by examination in Government 310L. The College Board College-Level Examination Program (CLEP) Subject Examination in American Government allows one hour and 30 minutes of working time. The U.T. Austin Test for Credit in Texas Government, constructed locally by the department, is an untimed test with 20 questions; it is given only on the U.T. Austin campus. A student must take both tests before the course score can be evaluated.

Eligible to take these optional examinations are individuals who have neither a passing nor a failing grade in Government 310L or its equivalent and have not taken the tests within the past six months.

During the 1985-1986 testing year, 687 American Government scores were received for evaluation. The Measurement and Evaluation Center administered 614 (89%) of the CLEP American Government examinations on the U.T. Austin campus; the remaining 73 (11%) scores were reported to the MEC from national administrations of CLEP examinations. There were 516 (75%) test scores that qualified students for 1,548 semester hours of credit eligibility.

In addition to the 687 scores evaluated on the CLEP and U.T. Austin tests for credit in Government 310L, one student earned credit by examination with a grade of B in Government 312 by means of a successful performance on a departmental examination.

Table 30

Credit by Examination in Government
CLEP American Government and U.T. Austin Items
1985-1986

Eligible for Credit	Test Scores Evaluated		Semester Hours of Credit Eligibility
	Number	Percentage	
With grade of A	232	34%	696
With grade of B	156	23%	468
With grade of C	128	19%	384
Total eligible	516	75%*	1,548
Not eligible	171	25%	0
Total	687	100%	1,548

*Because of rounding error, this percentage (75%) differs by 1% from the total (76%) obtained by addition of the above three percentages.

HISTORY

Four different examinations are used at U.T. Austin to award credit by examination in the subject area of history: the College Board Advanced Placement (AP) Examinations in European History and in American History and the U.T. Austin Tests for Credit in History 315K and in History 315L.

History 309K and 309L: Western Civilization in Medieval Times and Western Civilization in Modern Times

The College Board AP Examination in European History generally allows three hours of working time with one hour and 15 minutes for the multiple-choice section and one hour and 45 minutes for the free-response portion. For a College Board score of 5, a student is awarded credit for History 309K and 309L with the letter grade of A for each course. A score of 4 merits credit for both courses with the grade of B. A score of 3 is reviewed by the Department of History for possible credit for one or both courses. Scores of 2 or 1 are not eligible for credit.

Table 31 presents the results of scores from the College Board AP Examinations in European History that were evaluated during 1985-1986. The numbers and percentages of test scores evaluated and tests generating credit eligibility are shown, as well as the grades earned for both courses and the numbers of semester hours of credit eligibility generated. During this time period, 69 scores were evaluated; 47 (68%) tests produced a total of 255 semester hours of credit eligibility.

Table 31

Credit by Examination in History 309K and 309L: AP European History
1985-1986

Score	Test Scores Evaluated		Test Scores Generating Eligibility		Course and Grade								Semester Hours of Eligibility
					309K				309L				
	N	%	N	%	A	B	C	Credit Only	A	B	C	Credit Only	N
5	14	20%	14	30%	14	--	--	--	14	--	--	--	84
4	24	35%	24	51%	--	24	--	--	--	24	--	--	144
3	25	36%	9	19%	0	0	4	1	0	0	3	1	27
2,1	6	9%	0	0%	--	--	--	--	--	--	--	--	0
Total	69	100%	47	100%	14	24	4	1	14	24	3	1	255

History 315K and 315L: The United States, 1492-1865 and The United States Since 1865

The College Board AP Examination in American History generally allows three hours of working time with one hour and 15 minutes for the multiple-choice section and one hour and 45 minutes for the free-response portion. For a College Board score of 5, a student is awarded credit for History 315K and 315L with the letter grade of A for each course. A score of 4 merits credit for both courses with the grade of B. A score of 3 is reviewed by the Department of History for possible credit for one or both courses. Scores of 2 or 1 are not eligible for credit.

Table 32 presents the results of scores from the College Board AP Examination in American History that were evaluated during 1985-1986. The numbers and percentages of test scores evaluated and tests generating eligibility are shown, as well as the grades earned for both courses and the number of semester hours of credit eligibility generated. During this time period, 435 scores were evaluated; 208 (48%) tests produced a total of 1,221 semester hours of credit eligibility.

Table 32

Credit by Examination in History 315K and 315L: AP American History
1985-1986

Score	Test Scores Evaluated		Test Scores Generating Eligibility		Course and Grade							Semester Hours of Eligibility
					315K				315L			
	N	%	N	%	A	B	C	Credit Only	A	B	C	N
5	53	12%	53	25%	53	--	--	--	53	--	--	318
4	138	32%	138	66%	--	138	--	--	--	138	--	828
3	154	35%	17	8%	2	2	9	4	1	2	5	75
2,1	90	21%	0	0%	--	--	--	--	--	--	--	0
Total	435	100%	208	99%*	55	140	9	4	54	140	5	1,221

*This figure differs from 100% only because of rounding error.

The U.T. Austin Tests for Credit in History 315K and 315L, constructed locally by the Department of History, are essay tests, each with three hours of working time allowed. These tests are administered only on the U.T. Austin campus. Eligible to take these optional tests are previously or currently enrolled students who have neither a passing nor a failing grade in the course(s) for which they are attempting to earn credit.

Tables 33 and 34 show the results of these on-campus administrations during 1985-1986. The numbers and percentages of test scores evaluated, letter grades, and semester hours of credit eligibility are presented.

Table 33

Credit by Examination in History 315K: U.T. Austin
1985-1986

Eligible for Credit	Test Scores Evaluated		Semester Hours of Credit Eligibility
	Number	Percentage	
With grade of A	0	0%	0
With grade of B	0	0%	0
With grade of C	1	25%	3
Total eligible	1	25%	3
Not eligible	3	75%	0
Total	4	100%	3

Table 34

Credit by Examination in History 315L: U.T. Austin
1985-1986

Eligible for Credit	Test Scores Evaluated		Semester Hours of Credit Eligibility
	Number	Percentage	
With grade of A	0	0%	0
With grade of B	1	25%	3
With grade of C	0	0%	0
Total eligible	1	25%	3
Not eligible	3	75%	0
Total	4	100%	3

Table 35 presents the results of the credit-by-examination program in history for the 1985-1986 testing year. Numbers and percentages of test scores evaluated, test scores generating credit eligibility, and semester hours of credit eligibility are shown. The College Board AP Examination in American History provided the largest amount of test volume in history; 435 test scores were reported to U.T. Austin from national administrations of this examination. This test comprised 85% of the total of 512 history scores evaluated during the year under consideration. Of this group of American History AP scores, 208 qualified for credit--81% of the 257 eligible scores. In turn, 1,221 (82%) semester hours of credit eligiblity was generated by this particular test.

Table 35

Summary of Credit by Examination in History
1985-1986

Test and Course(s)	Test Scores Evaluated		Test Scores Generating Eligibility		Semester Hours of Credit Eligibility	
	N	%	N	%	N	%
AP: HIS 309K, 309L	69	13%	47	18%	255	17%
AP: HIS 315K, 315L	435	85%	208	81%	1,221	82%
U.T.: HIS 315K, 315L	8	2%	2	1%	6	<1%
Total	512	100%	257	100%	1,482	99%*

*This figure differs from 100% only because of rounding error.

LATIN

Three tests are used to award credit by examination in Latin at U.T. Austin: The College Board Advanced Placement (AP) Examinations in Latin (Vergil and Catullus-Horace) and the U.T. Austin Test for Credit in Latin.

The annual AP Latin examination has three parts. There is a single multiple-choice section that serves for either Latin test and two free-response sections--one for the test on Vergil and one for the test on Catullus and Horace.

Titles of the six Latin courses in which credit can be earned are as follows: Latin 506: First-Year Latin I; Latin 507: First-Year Latin II; Latin 311: Second-Year Latin I--Selected Roman Authors; Latin 312K: Second-Year Latin II--Vergil's Aeneid; Latin 312M: Second-Year Latin II--Prose; Latin 316: Second-Year Latin II--Lyric Poetry, Classsical and Medieval.

Before any credit is awarded, results from the College Board AP Latin examinations are subject to review by a U.T. Austin faculty member of the Department of Classics. On the AP Latin-Vergil test, it is possible for a student to earn credit for Latin 506, 507, 311, and 312K. Fifteen scores from this test were received from national administrations during the 1985-1986 testing year; 12 received the maximum number of semester hours of credit eligibility--a total of 192 hours. The other 3 scores did not merit credit. For the Catullus-Horace examination, credit is awarded for Latin 506, 507, 311, and 316. Four AP examination scores were received from national administrations of this test. Three granted the maximum credit--16 hours, or 48 semester hours of credit eligibility. The fourth score was not awarded credit.

On the U.T. Austin Test for Credit in Latin, a student may attempt to earn credit in Latin 506, 507, 311, 312K, 312M, and 316. A suggested time of three hours is given for this essay test; additional time may be used if necessary.

Table 36 displays the results of credit by examination in Latin during the 1985-1986 testing year. The numbers and percentages for test scores

evaluated and semester hours of credit eligibility generated are shown. The table does not show all of the possible combinations of courses because no student earned credit eligibility in all of the courses; the table shows the credit eligibility actually earned.

The nationally administered College AP Latin examinations had a 78% success rate; 15 of the 19 were eligible for credit. Of the 46 Latin tests administered by the Measurement and Evaluation Center, 41 (89%) merited credit. When both national and local tests are combined, 57 (86%) of the 66 scores evaluated earned credit eligibility for the students. The 57 tests generated a total of 614 semester hours of credit eligibility.

Table 36
Summary of Credit by Examination in Latin
1985-1986

Combination of Courses	Test Scores Evaluated		Semester Hours of Credit Eligibility	
	N	%	N	%
506, 507, 311, 312K, 312M	1	2%	19	3%
506, 507, 311, 316	3	5%	48	8%
506, 507, 311, 312M	1	2%	16	3%
506, 507, 311, 312K	18	27%	288	47%
506, 507, 311	6	9%	78	13%
506, 507	5	8%	50	8%
506	23	35%	115	19%
Total eligible	57	86%*	614	101%**
Not eligible	9	14%	0	0%
Total	66	100%	614	101%**

* Because of rounding error, this percentage (86%) differs by 2% from the percentage (88%) obtained by addition of the above seven percentages.

**This figure differs from 100% only because of rounding error.

MATHEMATICS

Mathematics 301: College Algebra

Two tests are used by the U.T. Austin Department of Mathematics in its program of credit by examination in Mathematics 301. The first is the College Board College-Level Examination Program (CLEP) Subject Examination in College Algebra, which allows one hour and 30 minutes of working time. An additional hour of working time is allowed for the second test of 10 items prepared locally by the department.

Individuals who have not taken the tests within the past six months and have neither a passing nor a failing grade (nor a grade symbol) for Mathematics 301 are eligible to take these optional tests.

The results of credit by examination in Mathematics 301 for the 1985-1986 testing year are recorded in Table 37, which shows the numbers and percentages of test scores evaluated; in addition, the letter grades and number of semester hours of credit eligibility are recorded. Fifteen of the 16 examinations were given on the U.T. Austin campus by the Measurement and Evaluation Center. The 10 (63%) scores that earned qualifying scores produced 30 semester hours of credit eligibility.

Table 37

Credit by Examination in Mathematics 301
CLEP College Algebra
1985-1986

Eligible for Credit	Test Scores Evaluated		Semester Hours of Credit Eligibility
	Number	Percentage	
With grade of A	5	31%	15
With grade of B	0	0%	0
With grade of C	5	31%	15
Total eligible	10	63%*	30
Not eligible	6	38%	0
Total	16	101%**	30

* Because of rounding error, this percentage (63%) differs by 1% from the percentage (62%) obtained by addition of the above three percentages.

**This figure differs from 100% only because of rounding error.

Note. Because eligibility for credit is not based on CLEP scores alone, no CLEP scores are listed.

Mathematics 305G: Elementary Functions and Co-ordinate Geometry

The U.T. Austin Department of Mathematics uses two College Board Achievement Tests for credit by examination in Mathematics 305G. The preferred test is Mathematics Level I, but Mathematics Level II may be used as an alternative. The Level I test is available in both institutional (on-campus) administrations and national administrations; the Level II test is offered only through national administrations. Both tests allow one hour of working time.

The Department of Mathematics has adopted the following policy:

> A specific minimum score on the Mathematics Level I (or Level II) Test is a prerequisite for many Department of Mathematics courses. In addition to those students who need to have a specific minimum score, all others are required to have a score report in hand at the time they register for any lower-division course in the Department of Mathematics, with the following three exceptions:
>
> 1. College of Engineering students who have college credit for calculus;
>
> 2. Non-engineering students who have either (a) completed a Department of Mathematics course at the University with a passing grade, or (b) received credit by examination from the University for a Department of Mathematics course, or (c) received transfer credit equivalent to a U.T. Austin Department of Mathematics course;
>
> 3. Graduate students who have received college credit elsewhere for a mathematics course that would be accepted by the University as transfer credit in the Department of Mathematics.

Table 38 presents the results of the 1985-1986 testing year administrations, institutionally and nationally, of the Mathematics Achievement Tests, both Level I and Level II. Numbers and percentages of test scores evaluated are displayed with the resulting number of letter grades and semester hours of credit eligibility shown as well.

The Measurement and Evaluation Center administered 5,780 (71%) of the Mathematics Achievement tests documented in this Special Report. There were

2,706 (32%) scores from national administrations--2,128 scores for Mathematics Level I and 578 scores for Mathematics Level II. The institutional administrations produced 1,710 qualifying scores--a success rate of 30%. In national administrations of the Level I test, there were 961 test scores meriting credit, a 45% success rate. The Mathematics Level II test had a success rate of 91% on 528 qualifying scores. Overall, in both institutional and national administrations, 8,486 Mathematics Achievement Tests were evaluated during the 1985-1986 testing year. A total of 3,199 (38%) test scores merited credit for Mathematics 305G, from which 9,597 semester hours of credit eligibility accrued.

Table 38

Credit by Examination in Mathematics 305G
Achievement Test in Mathematics Level I and Mathematics Level II
1985-1986

Eligible for Credit	Test Scores Evaluated		Semester Hours of Credit Eligibility
	Number	Percentage	
With grade of A	811	10%	2,433
With grade of B	1,391	16%	4,173
With grade of C	997	12%	2,991
Total eligible	3,199	38%	9,597
Not eligible	5,287	62%	0
Total	8,486	100%	9,597

Note. Score ranges: 670-800 = A, 600-669 = B, 560-599 = C, 200-559 = no credit.

Mathematics 808A: Calculus I

The College Board College-Level Examination Program (CLEP) Subject Examination in Calculus with Elementary Functions allows one hour and 30 minutes of working time. Individuals who have not taken the test within the past six months and have neither a passing nor a failing grade for Mathematics 808A are eligible to take this optional test.

Results from institutional and national administrations of the CLEP Calculus test for the 1985-1986 testing year are shown in Table 39. Numbers and percentages of test scores evaluated are displayed along with letter grades and semester hours of credit eligibility. There were 77 CLEP Calculus scores evaluated during this time period; 57 (74%) tests warranted credit, and 228 semester hours of credit eligibility accrued. The Measurement and Evaluation Center administered all of these examinations on the U.T. Austin campus.

Table 39

Credit by Examination in Mathematics 808A: CLEP Calculus
1985-1986

Eligible for Credit	Test Scores Evaluated		Semester Hours of Credit Eligibility
	Number	Percentage	
With grade of A	29	38%	116
With grade of B	17	22%	68
With grade of C	11	14%	44
Total eligible	57	74%	228
Not eligible	20	26%	0
Total	77	100%	228

Note. Score ranges: 56-80 = A, 51-55 = B, 46-50 = C, 20-45 = no credit.

Mathematics 808A and 808B: Calculus I and II

Two College Board Advanced Placement (AP) Examinations are used in the credit-by-examination program for Mathematics 808A and 808B--the Mathematics AP Examinations in Calculus AB and in Calculus BC. Each of these examinations allots approximately three hours of working time. Each examination is divided into two sections; Section I consists of multiple-choice questions, and Section II consists of problems requiring written solutions. The two sections are allotted roughly equal timing.

On the Calculus AB examination, College Board scores of 5 and 4 merit credit for Mathematics 808A with the letter grade of A. A score of 3 is awarded a B for the course; scores of 2 and 1 do not yield credit eligibility.

Credit in two mathematics courses may be earned by successful scores on the Calculus BC examination. A score of 5 merits credit eligibility in Mathematics 808A and Mathematics 808B with the grade of A for each course. With a score of 4, a student earns eligibility for credit in Mathematics 808A with an A and in Mathematics 808B with a B. A College Board score of 3 qualifies the student for credit in both courses with a grade of B for each course. Scores of 2 or 1 do not yield credit eligibility.

A summary of results from the College Board AP Examinations in Mathematics for 1985-1986 is presented in Table 40. Numbers and percentages of test scores evaluated and test scores generating credit eligibility are shown along with letter grades and semester hours of credit eligibility. On the Calculus AB examination, 358 scores were evaluated, and 235 eligible test scores produced 940 semester hours of credit eligibility. With a smaller test volume of 138, the Calculus BC examination produced 97 eligible test scores and 776 semester hours of credit eligibility.

When results from the two College Board Mathematics AP tests are reviewed together, 496 scores were received from national administrations, 332 of which had qualifying scores--a success rate of 67%--which produced 1,716 semester hours of credit eligibility.

Table 40

Credit by Examination in Mathematics 808A and 808B
AP Examinations in Calculus AB and BC
1985-1986

Score	Test Scores Evaluated		Test Scores Generating Eligibility		Course and Grade				Semester Hours of Credit Eligibility
					808A		808B		
	N	%	N	%	A	B	A	B	N
Calculus AB									
5,4	136	27%	136	41%	136	—	—	—	544
3	99	20%	99	30%	—	99	—	—	396
2,1	123	25%	0	0%	—	—	—	—	0
Subtotal	358	72%	235	71%	136	99	0	0	940
Calculus BC									
5	36	7%	36	11%	36	—	36	—	288
4	29	6%	29	9%	29	—	—	29	232
3	32	6%	32	10%	—	32	—	32	256
2,1	41	8%	0	0%	—	—	—	—	0
Subtotal	138	28%*	97	29%*	65	32	36	61	776
Total	496	100%	332	100%	201	131	36	61	1,716

*Because of rounding error, this figure differs by 1% from the total obtained by addition of the above four percentages on the Calculus BC test.

Results of the total U.T. Austin 1985-1986 credit-by-examination program in mathematics are documented in Table 41. Numbers and percentages are shown for test scores evaluated, tests generating eligibility, and semester hours of credit eligibility. The two College Board Achievement tests in Mathematics, Level I and Level II, provided the largest portion of the mathematics test volume. During this time period, there were 8,486 Mathematics Achievement Test scores evaluated--93% of the 9,086 scores for the year. The 3,199 qualifying scores from these two tests (89% of the total of 3,605 eligible scores) generated 9,597 semester hours of credit eligibility--83% of the 11,597 semester hours in the subject area of mathematics. With results from all 9,086 tests combined, 3,605 tests yielded scores eligible for credit--a success rate of 40% overall.

Table 41

Summary of Credit by Examination in Mathematics
1985-1986

Test and Course(s)	Test Scores Evaluated		Test Scores Generating Eligibility		Semester Hours of Credit Eligibility	
	N	%	N	%	N	%
CLEP: M 301	16	<1%	10	<1%	30	<1%
Mathematics Level I, II: M 305G	8,486	93%	3,199	89%	9,597	83%
CLEP: M 808A	77	1%	57	2%	228	2%
AP (AB): M 808A	358	4%	235	7%	940	8%
AP (BC): M 808A, 808B	138	2%	97	3%	776	7%
Dep't: Miscellaneous	11	<1%	7	<1%	26	<1%
Total	9,086	100%	3,605	101%*	11,597	100%

*This figure differs from 100% only because of rounding error.

PHYSICS

Physics 302K and 302L (General Physics) and 102M and 102N (General Physics Laboratory I and II)

Two College Board tests are used to award credit by examination in Physics 302K, 302L, 102M, and 102N: The College Board Achievement Test in Physics and the College Board Advanced Placement (AP) Examination in Physics B.

The College Board Achievement Test in Physics allows one hour of working time. This optional test is available both in institutional administrations on the U.T. Austin campus and in College Board national administrations. For both types of administration, the results from the 1985-1986 testing year are presented in Table 42. The Measurement and Evaluation Center gave 24 Physics Achievement tests during this time period; the remaining 260 scores were reported to U.T. Austin from national administrations. On 158 (56%) of the 284

Table 42

Credit by Examination in Physics: Achievement Test in Physics
1985-1986

Eligible for Credit	Test Scores Evaluated		Semester Hours of Credit Eligibility
	Number	Percentage	
With grade of A	49	17%	392
With grade of B	51	18%	408
With grade of C	58	20%	464
Total eligible	158	56%*	1,264
Not eligible	126	44%	0
Total	284	100%	1,264

* Because of rounding error, this percentage (56%) differs by 1% from the percentage (55%) obtained by addition of the above three percentages.

Note. Score ranges: 690-800 = A, 630-689 = B, 570-629 = C, 200-569 = no credit.

test scores evaluated by the Measurement and Evaluation Center during 1985-1986, students earned 1,264 semester hours of credit eligibility.

The College Board Advanced Placement (AP) Examination in Physics B is three hours in length; the time is divided equally between a multiple-choice section and a free-response section. This optional test is available through national administrations.

College Board scores of 5 and 4 qualify the student for credit eligibility in Physics 302K, 302L, 102M, and 102N with a letter grade of A in each course. A score of 3 merits credit for each of the four courses with the grade of B. Scores of 2 and 1 are not eligible for credit.

Table 43 shows the results for the AP Examination in Physics B during the 1985-1986 testing year. Numbers and percentages of test scores evaluated and tests generating eligibility are shown, as well as the resultant letter grades and semester hours of credit eligibility. On 21 (57%) of the 37 test scores evaluated by the Measurement and Evaluation Center during 1985-1986, students earned 168 semester hours of credit eligibility.

Table 43

Credit by Examination in Physics: AP Physics B
1985-1986

Score	Test Scores Evaluated		Test Scores Generating Eligibility		Grade		Semester Hours of Credit Eligibility
	N	%	N	%	A	B	N
5,4	9	24%	9	43%	9	—	72
3	12	32%	12	57%	—	12	96
2,1	16	43%	—	—	—	—	0
Total	37	99%*	21	100%	9	12	168

*This figure differs from 100% only because of rounding error.

Physics 303K and 103M: Engineering Physics I or
Physics 301 and 101: Mechanics

The College Board Advanced Placement (AP) Examination in Physics C, Mechanics, allows 45 minutes of working time for the multiple-choice section and 45 minutes of working time for the free-response section. This optional test is available through on-campus, institutional administrations and national administrations.

Students have a choice of the courses for which they may attempt to earn credit; course selection is usually based upon the student's degree requirements. The course options are Physics 303K and 103M or Physics 301 and 101.

Results from 1985-1986 national and institutional administrations of the AP Examination in Physics C, Mechanics, are documented in Table 44. The institutionally administered tests are shown in a single row. The nationally administered tests are displayed by College Board AP Examination ratings. This table does not report the students' selection of specific courses because those choices will not be known until the students claim their credit in subsequent months or years. Numbers and percentages of test scores evaluated and tests generating eligibility are shown, as well as letter grades and the number of semester hours of credit eligibility.

The Measurement and Evaluation Center administered 37 AP Examinations in Physics C, Mechanics, which were 45% of the scores evaluated during that time period. The success rate on these institutional tests was 14%; five scores of the 37 tests qualified for credit. The 45 students who took the examination in national administrations appeared to be better prepared; 30 (67%) of the scores from the national program merited credit. Overall, 82 scores were evaluated, with 35 (43%) scores generating 140 semester hours of credit eligibility.

Table 44

Credit by Examination in Physics: AP Physics C - Mechanics
1985-1986

Test Category	Test Scores Evaluated		Test Scores Generating Eligibility		Grade			Semester Hours of Credit Eligibility
	N	%	N	%	A	B	C	N
Institutional	37	45%	5	14%	0	0	5	20
National Score								
5	7	9%	7	20%	7	—	—	28
4	17	21%	17	49%	0	17	—	68
3	6	7%	6	17%	0	--	6*	24
2,1	15	18%	--	--	---	—	—	0
Total	82	100%	35	100%	7	17	11	140

*A College Board score of 3 on this examination allows the choice of Physics 302K and 102M with grades of A, or Physics 303K and 103M with grades of C. These six scores are arbitrarily shown as the latter choice--the actual choice had not been recorded at date of publication.

Physics 303L and 103N: Engineering Physics II or
Physics 316 and 116L: Electricity and Magnetism

The College Board Advanced Placement (AP) Examination in Physics C, Electricity and Magnetism, allows 45 minutes of working time for the multiple-choice section and 45 minutes of working time for the free-response section. This optional test is available through both on-campus, institutional administrations and national administrations.

Students have a choice of the courses for which they may attempt to earn credit; course selection is usually based upon the students' degree requirements. The course options for the AP Examination in Physics C, Electricity and Magnetism, are Physics 303L and 103N or Physics 316 and 116L.

The results from the 1985-1986 institutional and national administrations of the AP Examination in Physics C, Electricity and Magnetism, are documented in Table 45. The institutionally administered tests are shown in a single row. The nationally administered tests are displayed by College

Table 45

Credit by Examination in Physics: AP Physics C - Electricity and Magnetism
1985-1986

Testing Category	Test Scores Evaluated		Test Scores Generating Eligibility		Grade			Semester Hours of Credit Eligibility
	N	%	N	%	A	B	C	N
Institutional	9	20%	2	9%	2	0	0	8
National Score								
5	4	9%	4	17%	4	--	--	16
4	10	23%	10	43%	--	10	--	40
3	7	16%	7	30%	0	--	7**	28
2,1	14	32%	0	0%	--	--	--	0
Total	44	100%	23	99%*	6	10	7	92

* This figure differs from 100% only because of rounding error.

**A College Board score of 3 on this examination allows the choice of Physics 302L and 102N with grades of A, or Physics 303L and 103N with grades of C. Thse seven scores are arbitrarily shown as the latter choice --the actual choice has not been recorded at date of publication.

Board ratings. This table does not report the students' selection of specific courses because those choices will not be known until the students claim their credit in subsequent months or years. Numbers and percentages of test scores evaluated and tests generating eligibility are shown, as well as letter grades and the number of semester hours of credit eligibility.

The Measurement and Evaluation Center administered 9 AP Examinations in Physics C, Electricity and Magnetism, which were 20% of the scores evaluated during this time period. The success rate on these institutional tests 22%; two scores from the 9 tests qualified for credit. The 35 students who took the examination in national administrations had a higher success rate of 60%. Overall, 44 scores were evaluated, with 23 (52%) scores generating 92 semester hours of credit eligibility.

Table 46 documents the results of credit by examination in the subject area of physics during the 1985-1986 testing year. Numbers and percentages are shown for test scores evaluated, tests generating credit eligibility, and semester hours of credit eligibility generated. The College Board Achievement Test in Physics produced the majority of the volume--284 (63%) of the 448 test scores evaluated, 158 (66%) of the 238 tests that qualified for credit eligibility, and 1,264 (76%) of the 1,672 semester hours of credit eligibility. The overall success rate in physics was 53%.

Table 46

Summary of Credit by Examination in Physics
1985-1986

Test	Test Scores Evaluated		Test Scores Generating Eligibility		Semester Hours of Credit Eligibility	
	N	%	N	%	N	%
Achievement	284	63%	158	66%	1,264	76%
AP: Physics B	37	8%	21	9%	168	10%
AP: Physics C, Mech	82	18%	35	15%	140	8%
AP: Physics C, E & M	44	10%	23	10%	92	6%
Dept: Miscellaneous	1	<1%	1	<1%	8	<1%
Total	448	99%*	238	100%	1,672	100%

*This figure differs from 100% only because of rounding error.

PSYCHOLOGY

Psychology 301: Introduction to Psychology

The College Board College-Level Examination Program (CLEP) Subject Examination in General Psychology allows one hour and 30 minutes of working time. Individuals who have not taken the test within the past six months and have neither a passing nor a failing grade for Psychology 301 are eligible to take this optional examination.

Table 47 presents the results of credit by examination in psychology during the 1985-1986 testing year. The numbers and percentages of test scores evaluated and the number of semester hours of credit eligibility are shown. The Measurement and Evaluation Center administered 37 (95%) of the CLEP psychology examinations recorded for the time period under consideration. The remaining two scores were reported to U.T. Austin from national administrations of the test. Of the test scores evaluated, 27 (69%) qualified for credit and generated 81 semester hours of credit eligibility.

Table 47

Summary of Credit by Examination in Psychology 301
1985-1986

Eligible for Credit	Test Scores Evaluated		Semester Hours of Credit Eligibility
	Number	Percentage	
With grade of A	2	5%	6
With grade of B	16	41%	48
With grade of C	9	23%	27
Total eligible	27	69%	81
Not eligible	12	31%	0
Total	39	100%	81

Note. Score ranges: 65-80 = A, 55-64 = B, 47-54 = C, 20-46 = no credit.

RUSSIAN

The Department of Slavic Languages used two types of tests in its 1985-1986 program of credit by examination: a College Board Achievement test and tests constructed locally by the department.

The College Board Achievement Test in Russian Listening-Reading is divided into two sections--a 20-minute taped listening portion with 40 questions and a 40-minute reading portion with 60 questions. This test is available only on the U.T. Austin campus.

Eligible to take this test are individuals who have not taken the test previously at an institutional administration. The test is required of all students with previous knowledge of Russian who intend to enroll in a U.T. Austin Russian course.

Credit by examination can be earned for the following six lower-division division courses: Russian 506 (First-Year Russian I), Russian 507 (First-Year Russian II), Russian 312K (Second-Year Russian I), Russian 312L (Second-Year Russian II), and Russian 218A and 218B (Practice in Spoken Russian).

Credit is based on a combination of test scores and the results of a personal interview with a faculty member in the Department of Slavic Languages. Credit is reported to the Measurement and Evaluation Center throughout the year as students complete their interviews.

During the 1985-1986 testing year, the Measurement and Evaluation Center administered 16 College Board Achievement tests in Russian Listening-Reading. Table 48 presents the results, by course, of those tests. The number of tests generating credit, the letter grades, and the number of semester hours of credit eligibility generated for a specific course are recorded. Data on the same 16 tests are shown in a different format in Table 49; the results are arranged by combination of courses in which credit was generated.

The 11 (69%) tests that earned qualifying scores produced 143 semester hours of credit eligibility. Six tests merited the maximum amount of credit eligibility (18 semester hours) available to students for successful performance on this test.

Table 48
Credit by Examination: Achievement Test in Russian Listening-Reading
1985-1986
(Number of Test Scores Evaluated: 16)

Course	Test Scores Generating Eligibility	Grade			Semester Hours of Credit Eligibility
		A	B	C	
506	11	8	3	0	55
507	8	7	1	0	40
312K	6	6	0	0	18
312L	6	6	0	0	18
218	6	6	0	0	12
Total	—	—	—	—	143

Table 49
Credit by Examination: Achievement Test in Russian Listening-Reading
1985-1986

Combination of Courses	Test Scores Evaluated		Semester Hours of Credit Eligibility	
	N	%	N	%
506, 507, 312K, 312L, 218	6	38%	108	76%
506, 507, 312K, 312L	0	0%	—	—
506, 507, 312K	0	0%	—	—
506, 507	2	13%	20	14%
506	3	19%	15	10%
Total eligible	11	69%	143	100%
Not eligible	5	31%	0	0%
Total	16	100%	143	100%

Including the locally constructed tests, the overall 1985-1986 credit-by-examination program in Russian is documented in Table 50, which shows the numbers and percentages of test scores evaluated, tests generating eligibility, and semester hours of credit eligibility. The College Board Achievement Test in Russian Listening-Reading constituted 84% of the Russian test volume. This test had 11 scores that warranted credit and 79% of the total of 14 eligible test scores, which produced 143 semester hours of credit eligibility--94% of the 152 semester hours of credit eligibility earned in Russian.

Table 50

Summary of Credit by Examination in Russian
1985-1986

Test	Test Scores Evaluated		Test Scores Generating Eligibility		Semester Hours of Credit Eligibility	
	N	%	N	%	N	%
Achievement	16	84%	11	79%	143	94%
Dep't: Miscellaneous	3	16%	3	21%	9	6%
Total	19	100%	14	100%	152	100%

SOCIOLOGY

Sociology 302: Introduction to the Study of Society

The College Board College-Level Examination Program (CLEP) Subject Examination in Sociology allows one hour and 30 minutes of working time. Individuals who have not taken the test within the past six months and have neither a passing nor a failing grade in Sociology 302 or its equivalent are eligible to take this optional test.

During the 1985-1986 testing year, the Measurement and Evaluation Center administered 58 CLEP Sociology examinations on the U.T. Austin campus; four such scores were reported to U.T. Austin from national administrations of the examination.

Table 51 presents the results of credit by examination in sociology during the time period under review. Numbers and percentages of test scores evaluated are recorded with the corresponding numbers of semester hours of credit eligibility. A total of 62 CLEP Sociology scores were evaluated; 58 (94%) test scores qualified for 174 semester hours of credit eligibility.

Table 51
Summary of Credit by Examination in Sociology
1985-1986

Eligible for Credit	Test Scores Evaluated		Semester Hours of Credit Eligibility
	Number	Percentage	
With grade of A	22	35%	66
With grade of B	19	31%	57
With grade of C	17	27%	51
Total eligible	58	94%*	174
Not eligible	4	6%	0
Total	62	100%	174

*Because of rounding error, this percentage (94%) differs by 1% from the percentage (93%) obtained by addition of the above three percentages.

Note. Score ranges: 64-80 = A, 59-63 = B, 53-58 = C, 20-52 = no credit.

SPANISH

Three College Board examinations are used to award credit by examination in Spanish at U.T. Austin: the Achievement Test in Spanish Listening-Reading and two Advanced Placement (AP) Examinations in Spanish--Spanish Language and Spanish Literature.

The more commonly used test, the College Board Achievement Test in Spanish Listening-Reading, is available only on the U.T. Austin campus. This test is divided into two sections--a 20-minute taped listening portion and a 40-minute reading portion. Students who have not taken the test previously in an institutional administration are eligible to attempt to earn credit by means of this test. This test is required of all students who have knowledge of Spanish, who have no college credit in Spanish, and who intend to enroll in a U.T. Austin Spanish course. It is possible for students to earn credit for the first four Spanish courses: Spanish 506, First-Year Spanish I (Beginners' Spanish); Spanish 507, First-Year Spanish II (Intermediate Spanish); Spanish 312K: Second-Year Spanish I (Oral Expression, Reading, Composition); Spanish 312L: Second-Year Spanish II (Oral Expression, Reading, Composition).

During the 1985-1986 testing year, the Measurement and Evaluation Center administered 2,618 Spanish Achievement Listening-Reading tests. Table 52 presents the results, by course, of those tests. The number of tests generating credit, the letter grades, and the number of semester hours of credit eligibility generated for a specific course are recorded. Data on the same 2,618 tests are shown in a different format in Table 53; results are arranged by combination of courses for which credit was generated. The 2,167 (83%) tests that earned qualifying scores produced 21,098 semester hours of credit eligibility. The largest segment of this eligible test volume was that of the 997 (38%) test scores that earned credit for Spanish 506 only with a total of 4,985 (24%) semester hours. The second-ranked group was the 664 (25%) that merited the maximum amount of credit eligibility (16 semester hours) available for successful performance on this test. This well-prepared group earned 10,304 semester hours of credit eligibility, 49% of the total of 21,098 semester hours.

Table 52
Credit by Examination: Achievement Test in Spanish Listening-Reading
1985-1986
(Number of Test Scores Evaluated: 2,618)

Course	Test Scores Generating Eligibility	Grade			Semester Hours of Credit Eligibility
		A	B	C	
506	2,167	1,023	377	767	10,835
507	1,170	688	216	266	5,850
312K	827	422	193	212	2,481
312L	644	297	177	170	1,932
Total	—	—	—	—	21,098

Table 53
Credit by Examination: Achievement Test in Spanish Listening-Reading
1985-1986

Combination of Courses	Test Scores Evaluated		Semester Hours of Credit Eligibility	
	N	%	N	%
506, 507, 312K, 312L	644	25%	10,304	49%
506, 507, 312K	183	7%	2,379	11%
506, 507	343	13%	3,430	16%
506	997	38%	4,985	24%
Total eligible	2,167	83%	21,098	100%
Not eligible	451	17%	0	0%
Total	2,618	100%	21,098	100%

Table 54

Placement System for Scores Received After May 15, 1980, on the College Board Achievement Test in Spanish Listening-Reading--Credit by Examination in Spanish

Composite Score	Credit and Grade				Register for
	506	507	312K	312L	
750-800	A	A	A	A	SPN 315M, 315N, 318
710-749	A	A	A	B	SPN 315M, 315N, 318
690-709	A	A	B	B	SPN 315M, 315N, 318
640-689	A	A	B	C	SPN 315M, 315N, 318
630-639	A	A	C	C	SPN 315M, 315N, 318
610-629	A	A	C		SPN 312L
570-609	A	B	C		SPN 312L
550-569	A	B			SPN 312K
520-549	A	C			SPN 312K
490-519	B	C			SPN 312K
460-489	B				SPN 508K
400-459	C				SPN 508K
200-399	No Credit				SPN 506

The College Board AP Examination in Spanish Language is approximately two hours and 30 minutes long. Listening and reading abilities are tested in the multiple-choice portion; the free-response portion evaluates writing and speaking skills. A College Board score of 5 on this examination qualifies a student for credit in the first four Spanish courses (506, 507, 312K, 312L), Spanish 319 and 327--all six courses with the letter grade of A. The student who earns a score of 4 becomes eligible for A's in the first four courses and B's in Spanish 319 and 327. A score of 3 qualifies the student for credit in each of the first four courses with the grade of A and in Spanish 319 with a grade of B. The score of 2 merits credit in the first three Spanish courses with an A for each course. A rating of 1 does not qualify the student for credit in Spanish.

The College Board AP Examination in Spanish Literature is approximately three hours long. Between 70 and 90 minutes are allotted to the multiple-choice section; the free-response section is allotted between 90 and 100 minutes. A College Board score of 5 on this examination qualifies a student for credit in the first four Spanish course, Spanish 315N and 327--all six courses with the letter grade of A. The student who earns a score of 4 becomes eligible for the letter grade of A in the first four courses and for the letter grade of B in Spanish 315N and 327. A score of 3 qualifies the student for credit in the first four courses with A's and credit for 315N with a B. The score of 2 yields credit in the first three courses with an A for each course. A rating of 1 yields no credit in Spanish.

The results of the two College Board AP Spanish examinations are presented in Table 55. A total of 107 test scores were evaluated for the Spanish Language test with 95 (89%) tests earning 1,859 semester hours of credit eligibility. Twenty-three test scores were evaluated from the Spanish Literature examination, all of which merited credit; they produced 461 semester hours of credit eligibility. Combined, 118 (91%) of the 130 AP scores evaluated at U.T. Austin yielded 2,320 semester hours of credit eligibility in Spanish.

Table 55

Credit by Examination: AP in Spanish Language or Literature
1985-1986

Score	Test Scores Evaluated	Test Scores Generating Eligibility	Courses					Semester Hours of Credit Eligibility
			506, 507, 312K	312L	315N	319	327	
Language								
5	17	17	17	17	—	17	17	374
4	23	23	23	23	—	23	23	506
3	44	44	44	44	—	44	—	836
2	11	11	11	—	—	—	—	143
1	12	0	—	—	—	—	—	0
Subtotal	107	95	95	84	—	84	40	1,859
Literature								
5	4	4	4	4	4	—	4	88
4	8	8	8	8	8	—	8	176
3	9	9	9	9	9	—	—	171
2	2	2	2	—	—	—	—	26
1	0	0	—	—	—	—	—	0
Subtotal	23	23	23	21	21	—	12	461
Total	130	118	118	105	21	84	52	2,320

Results of the total 1985-1986 credit-by-examination program in Spanish is documented in Table 56, which shows the numbers and percentages of test scores evaluated, test scores generating eligibility, and semester hours of credit eligibility. The College Board Achievement Test in Spanish Listening-Reading, administered by the Measurement and Evaluation Center, accounted for 95% of the test volume in Spanish. On this test, 2,167 scores warranted credit, 94% of the total of 2,295 eligible test scores. The successful achievement tests produced 21,098 semester hours of credit eligibility--90% of the total of 23,468 semester hours of credit eligibility in Spanish. Table 56 also includes the results of 10 departmentally administered, locally constructed tests in a variety of Spanish courses.

Table 56

Summary of Credit by Examination in Spanish
1985-1986

Test	Test Scores Evaluated		Test Scores Generating Eligibility		Semester Hours of Credit Eligibility	
	N	%	N	%	N	%
Achievement	2,618	95%	2,167	94%	21,098	90%
AP	130	5%	118	5%	2,320	10%
Dep't: Miscellaneous	10	<1%	10	<1%	50	<1%
Total	2,758	100%	2,295	99%*	23,468	100%

*This figure differs from 100% only because of rounding error.

SUMMARY

This Special Report documents the results of U.T. Austin's program of credit by examination during the 1985-1986 testing year. The data present a basis for a comprehensive picture of the impact of the program on this campus. The examinations covered 55 subject areas with 218 courses taught in 35 departments/divisions in nine colleges and schools of the University: Business Administration, Communication, Education, Engineering, Fine Arts, Liberal Arts, Natural Sciences, Nursing, and Pharmacy.

Evaluation of 25,650 test scores is recorded in this report. Because many students took more than one test, the total number of tests exceeds the actual number of students who attempted to earn credit by examination.

On 12,476 (49%) of these tests, students achieved scores high enough to qualify for 66,198 semester hours of credit eligibility. Conversely, on 13,174 (51%) of these tests, students' scores were too low to warrant credit by examination.

During 1985-1986, there was a 7% increase over the preceding year in the number of test scores evaluated; it was accompanied by a 4% increase in the number of semester hours of credit eligibility. Across the five years from 1981-1982 through 1985-1986, there was a 17% increase in the number of test scores evaluated and a 50% increase in the number of semester hours of credit eligibility earned by the candidates for credit by examination.

The reader should be aware that no attempt was made in this report to document the semester hours of credit reported by the Measurement and Evaluation Center (MEC) to the Registrar's office for this testing year.

Table 57 and Figure 1 display the results of tests in the 10 subjects in which the majority of the students were tested during 1985-1986: biology, chemistry, English, French, German, government, history, mathematics, physics, and Spanish. This table shows the numbers and percentages of test scores evaluated for each subject, along with the numbers and percentages of tests generating credit and the semester hours of credit eligibility generated in each area. Figure 1 compares test volume and semester hours generated among the same 10 subjects.

Table 57

Summary of Credit by Examination at U.T. Austin:
Test Volume and Credit Eligibility
1985-1986

Subject	Test Scores Evaluated		Tests Generating Credit Eligibility		Semester Hours of Credit Eligibility	
	N	%	N	%	N	%
Biology	218	1%	160	1%	1,095	2%
Chemistry	680	3%	231	2%	813	1%
English	9,286	36%	3,563	29%	12,051	18%
French	904	4%	690	6%	6,292	10%
German	340	1%	278	2%	2,694	4%
Government	688	3%	517	4%	1,551	2%
History	512	2%	257	2%	1,482	2%
Mathematics	9,083	35%	3,604	29%	11,593	18%
Physics	448	2%	238	2%	1,672	3%
Spanish	2,758	11%	2,295	18%	23,468	35%
Subtotal	24,917	97%*	11,833	95%	62,711	95%
All other subjects	733	3%	643	5%	3,487	5%
Total	25,650	100%	12,476	100%	66,198	100%

*Because of rounding error, this percentage (97%) differs by 1% from the percentage (98%) obtained by addition of the above 10 percentages.

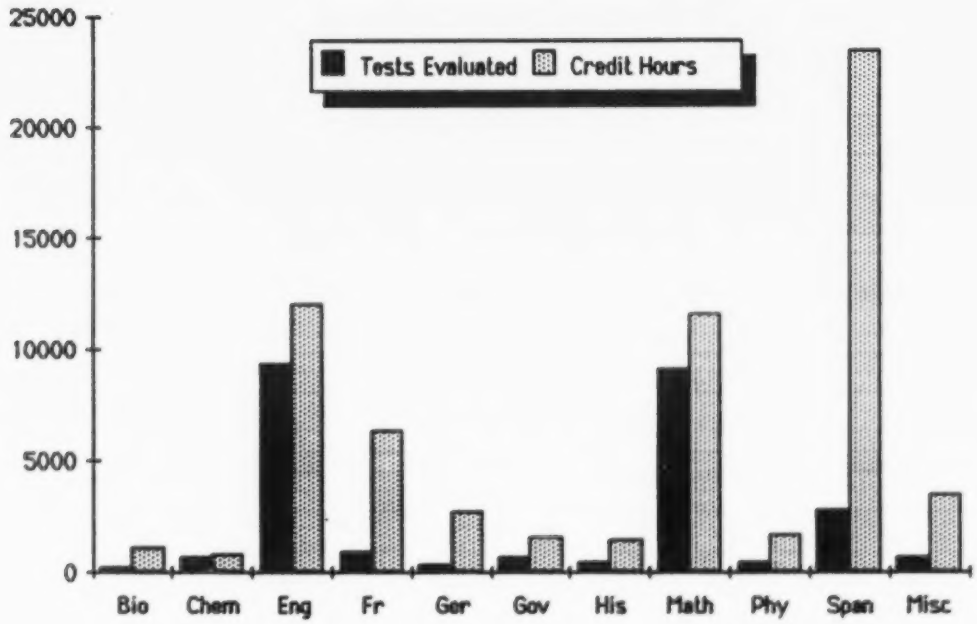

Figure 1. This figure displays test volume and semester hours of credit eligibility generated in the 10 major subject areas and in a miscellaneous category for all other subjects.

These 10 subjects accounted for 24,917 examinations. This number represents 97% of the total test volume during 1985-1986, with all other subjects making up the remaining 3%. With satisfactory scores on 11,833 tests, these 10 high volume subjects also produced most of the credit eligibility generated by the program during 1985-1986: 62,711 semester hours, or 95% of the total of 66,198.

Three subjects stand out as the ones in which students most often attempted to earn credit by examination: English and Spanish in the College of Liberal Arts and mathematics in the College of Natural Sciences. During the 1985-1986 testing year, 21,127 (82%) of the 25,650 test scores evaluated were in these three subjects. In combination, these three subjects provided 9,462 tests generating credit eligibility, or 76% of the 12,476 successful attempts. As one might expect, these three areas also generated the majority of semester hours of credit eligibility: 47,112, or 71% of the total of

66,198 semester hours. The 9,286 English tests produced the highest volume for a single subject; they constituted 36% of the total volume. Placing second in test volume were the 9,083 (35%) mathematics tests, which were followed in the third place by Spanish with 2,758 (11%) tests.

Table 58 compares results from the 1985-1986 year by subject with those from the 1984-1985 testing year. Numbers of test scores evaluated, tests generating credit, and semester hours of credit eligibility are shown, as well as differences between the two years. The 10 subjects that generated the majority of the test volume are listed discretely; results of tests in all other subjects are combined.

The total of 25,650 test scores evaluated during the 1985-1986 testing year compared to a total of 24,069 during the preceding year--an increase in volume of 1,581 (7%) tests. At the same time, 12,476 tests generated credit eligibility in 1985-1986, an increase of 660 (6%) over the 11,816 succcessful tests in 1984-1985. The number of semester hours of credit eligibility generated rose 4%, an additional 2,578 hours, from 63,620 to 66,198.

In mathematics, the largest subject area in test volume, there was an increase of 124 (1%) in the number of test scores evaluated during 1985-1986, and a 5% increase in the number of mathematics tests meriting credit. This increase of 178 qualifying test scores produced a comparable increase of 517 (5%) in the number of semester hours, a total of 11,593 hours.

As a subject area, English experienced a steady growth over the two years. There was an increase of 1,120 (14%) in the number of test scores evaluated during 1985-1986, while 293 (9%) additional tests generated credit eligibility and, as a consequence, the number of semester hours earned increased by 1,260 (12%).

Spanish had an increase of 173 (7%) in its test population. Spanish tests generating credit increased by 169 (8%), while the number of semester hours of credit eligibility earned by the successful students increased by 287 (1%).

Table 58

Comparisons, by Subject, Including Numbers of Test Scores Evaluated, Tests Generating Credit Eligibility, Semester Hours of Credit Eligibility, and Differences Between 1984-1985 and 1985-1986

Subject	Test Scores Evaluated				Tests Generating Eligibility				Semester Hours of Credit Eligibility			
	'84-'85	'85-'86	Difference		'84-'85	'85-'86	Difference		'84-'85	'85-'86	Difference	
	N	N	N	%	N	N	N	%	N	N	N	%
Biology	206	218	12	6%	153	160	7	5%	999	1,095	96	10%
Chemistry	686	680	-6	-1%	222	231	9	4%	778	813	35	4%
English	8,166	9,286	1,120	14%	3,270	3,563	293	9%	10,791	12,051	1,260	12%
French	852	904	52	6%	678	690	12	2%	6,094	6,292	198	3%
German	344	340	-4	-1%	287	278	-9	-3%	2,862	2,694	-168	-6%
Government	611	688	77	13%	466	517	51	11%	1,398	1,551	153	11%
History	475	512	37	8%	254	257	3	1%	1,359	1,482	123	9%
Mathematics	8,959	9,083	124	1%	3,426	3,604	178	5%	11,076	11,593	517	5%
Physics	373	448	75	20%	204	238	34	17%	1,452	1,672	220	15%
Spanish	2,585	2,758	173	7%	2,126	2,295	169	8%	23,181	23,468	287	1%
Subtotal	23,257	24,917	1,660	7%	11,086	11,833	747	7%	59,990	62,711	2,721	5%
All other subjects	812	733	-79	-10%	730	643	-87	-12%	3,630	3,487	-143	-4%
Total	24,069	25,650	1,581	7%	11,816	12,476	660	6%	63,620	66,198	2,578	4%

In history, an additional 37 scores brought the total testing volume from 475 to 512--an increase of 8% over the preceding year's total. There were 257 tests meriting credit--an increase of 3 (1)%--and a total of 1,482 semester hours of credit eligi-bility--an increase of 9%. Government had a 13% increase in test volume (from 611 to 688 test scores). The 517 government tests generating credit, an increase of 11%, produced 1,551 (9%) semester hours of credit, an increase of 11%.

Test volume in German decreased by 4 (-1%) tests; the accompanying decrease in the number of tests generating credit was 9 (-3%). There was a decrease in semester hours of credit eligibility--168 fewer hours for a total of 2,694 hours, a 6% decrease.

The third foreign language in this comparison—French—was relatively stable during the two years under consideration. The test volume in this subject area showed a 6% increase from 852 to 904 tests. An additional 12 (2%) tests warranted credit with the resulting total of 6,292 semester hours earned, an increase of 3%.

The subject area of chemistry had a slight decrease of 6 (-1%) in test volume. There was an increase of 9 (4%), however, in the number of test scores meriting credit; the 231 scores of 1985-1986 produced a total of 813 semester hours of credit eligibility, an increase of 35 (4%) additional hours.

Test volume increased by 12 (6%) in biology; the number of tests generating credit increased by 5%. There was an increase of 96 (10%) in the number of semester hours of credit eligibility earned in 1985-1986.

Physics showed an increase of 75 (20%) in test volume, an increase of 34 (17%) in tests generating credit, and an increase of 220 (15%) in the amount of credit eligibility earned by the students.

Also presented by subject areas, Table 59 provides a five-year summary of credit by examination at U.T. Austin. Numbers for test scores evaluated and semester hours of credit eligibility are recorded for the years 1981-1982 through 1985-1986. Once again, the 10 largest volume subject areas

Table 59
Five-Year Summary of Credit by Examination at U.T. Austin: Numbers of Test Scores Evaluated and Semester Hours of Credit Eligibility, 1981-1986

Subject	1981-82		1982-83		1983-84		1984-85		1985-86	
	Tests	Hours	Tests	Hours	Tests	Hours	Tests	Hours	Tests	Hours
Biology	230	624	200	615	223	924	206	999	218	1,095
Chemistry	737	993	695	1,086	700	655	686	778	680	813
English	7,625	6,339	7,286	8,859	6,957	9,252	8,166	10,791	9,286	12,051
French	726	4,059	624	3,708	769	5,724	852	6,094	904	6,292
German	383	2,406	279	1,896	290	2,226	344	2,862	340	2,694
Government	786	1,449	795	1,509	909	1,740	611	1,398	688	1,551
History	234	558	230	624	272	666	475	1,359	512	1,482
Mathematics	8,003	6,658	7,956	8,209	8,032	9,348	8,959	11,076	9,083	11,593
Physics	243	870	274	919	337	1,348	373	1,452	448	1,672
Spanish	2,167	17,119	1,989	19,238	2,266	20,883	2,585	23,181	2,758	23,468
Subtotal	21,134	41,075	20,328	46,663	20,755	52,766	23,257	59,990	24,917	62,711
All other subjects	797	3,097	752	2,888	853	3,201	812	3,630	733	3,487
Total	21,931	44,172	21,080	49,551	21,608	55,967	24,069	63,620	25,650	66,198

are shown individually with all other subjects merged. Across the five years, there were increases of 3,719 (17%) in the number of test scores and of 22,026 (50%) in the number of semester hours of credit eligibility. The greatest increases in the number of semester hours of credit eligibility earned by students occurred in five subject areas: history (166%), physics (92%), English (90%), biology (75%), and mathematics (74%).

In Tables 60-68, the results of examinations in the nine colleges and schools are presented separately. Each table in this series shows the subject areas, as well as the numbers and percentages of test scores evaluated, tests generating credit eligibility, and semester hours of credit eligibility. Table 69 summarizes, alphabetically by college and school, the data from the nine tables.

The College of Liberal Arts ranked first in test volume with 14,979 tests--58% of the total volume of 25,650 tests and 50,269 (76%) of the total number of semester hours of credit eligibility. When one recalls that test scores from two of the largest volume tests (College Board Achievement Tests in English Composition and Spanish Listening-Reading) were recorded in the College of Liberal Arts, it is not surprising that the majority of the test scores evaluated during the year were in this college. The 10,530 (41%) tests in the College of Natural Sciences placed it in second rank; 15,390 (23%) semester hours of credit eligibility accrued. The number of examinations in mathematics (9,083) is largely responsible for this high test volume.

Table 70 is ordered by testing category; it shows numbers and percentages of test scores evaluated, tests generating credit eligibility, and semester hours of credit eligibility. The percentages in Table 70 and in Figure 2 compare the data in each category to the results of the testing program as a whole.

Several observations can be made about the results of the five different testing categories covered in this report. First, institutional, on-campus group administrations considerably outnumbered the other four categories; its 16,722 tests were responsible for 65% of the test volume documented in this Special Report. This category was also the source of the highest percentage

Table 60

College of Business Administration
Summary, by Subject, of Credit by Examination
1985-1986

Subject	Test Scores Evaluated		Tests Generating Credit Eligibility		Semester Hours of Credit Eligibility	
	N	%	N	%	N	%
Accounting	5	42%	5	42%	15	42%
Business Law	1	8%	1	8%	3	8%
Data Processing and Analysis	2	17%	2	17%	6	17%
Management	1	8%	1	8%	3	8%
Office Administration	2	17%	2	17%	6	17%
Statistics	1	8%	1	8%	3	8%
Total	12	100%	12	100%	36	100%

Table 61

College of Communication
Summary, by Subject, of Credit by Examination
1985-1986

Subject	Test Scores Evaluated		Tests Generating Credit Eligibility		Semester Hours of Credit Eligibility	
	N	%	N	%	N	%
Journalism	2	67%	2	67%	6	67%
Radio-Television-Film	1	33%	1	33%	3	33%
Total	3	100%	3	100%	9	100%

Table 62

College of Education
Summary, by Subject, of Credit by Examination
1985-1986

Subject	Test Scores Evaluated		Tests Generating Credit Eligibility		Semester Hours of Credit Eligibility	
	N	%	N	%	N	%
Health Education	4	100%	4	100%	8	100%
Total	4	100%	4	100%	8	100%

Table 63
College of Engineering
Summary, by Subject, of Credit by Examination
1985-1986

Subject	Test Scores Evaluated		Tests Generating Credit Eligibility		Semester Hours of Credit Eligibility	
	N	%	N	%	N	%
Aerospace Engineering	1	6%	1	6%	3	6%
Architectural Engineering	1	6%	1	6%	3	6%
Civil Engineering	1	6%	1	6%	3	6%
Electrical Engineering	14	82%	14	82%	42	82%
Total	17	100%	17	100%	51	100%

Table 64
College of Fine Arts
Summary, by Subject, of Credit by Examination
1985-1986

Subject	Test Scores Evaluated		Tests Generating Credit Eligibility		Semester Hours of Credit Eligibility	
	N	%	N	%	N	%
Art	22	43%	18	38%	54	40%
Drama	13	25%	13	28%	36	27%
Music	16	31%	16	34%	45	33%
Total	51	99%*	47	100%	135	100%

*This figure differs from 100% only because of rounding error.

Table 65

College of Liberal Arts
Summary, by Subject, of Credit by Examination
1985-1986

Subject	Test Scores Evaluated		Tests Generating Credit Eligibility		Semester Hours of Credit Eligibility	
	N	%	N	%	N	%
Arabic	9	<1%	9	<1%	53	<1%
Chinese	75	1%	71	1%	218	<1%
Classical Civilization	1	<1%	1	<1%	3	<1%
Czech	1	<1%	1	<1%	16	<1%
Danish	1	<1%	1	<1%	16	<1%
Dutch	13	<1%	13	<1%	134	<1%
Economics	118	1%	95	1%	405	1%
English	9,286	62%	3,563	44%	12,051	24%
French	904	6%	690	9%	6,292	13%
German	340	2%	278	3%	2,694	5%
Government	688	5%	517	6%	1,551	3%
Greek	20	<1%	20	<1%	218	<1%
Hebrew	17	<1%	17	<1%	141	<1%
Hindi	2	<1%	2	<1%	12	<1%
History	512	3%	257	3%	1,482	3%
Italian	9	<1%	9	<1%	90	<1%
Japanese	13	<1%	13	<1%	102	<1%

(continued on next page)

Table 65 (continued)

College of Liberal Arts

Subject	Test Scores Evaluated		Tests Generating Credit Eligibility		Semester Hours of Credit Eligibility	
	N	%	N	%	N	%
Latin	66	<1%	57	1%	614	1%
Norwegian	7	<1%	7	<1%	101	<1%
Persian	3	<1%	3	<1%	29	<1%
Philosophy	1	<1%	1	<1%	3	<1%
Polish	1	<1%	1	<1%	6	<1%
Portuguese	4	<1%	4	<1%	42	<1%
Psychology	39	<1%	27	<1%	81	<1%
Russian	19	<1%	14	<1%	152	<1%
Serbo-Croatian	1	<1%	1	<1%	6	<1%
Sociology	62	<1%	58	1%	174	<1%
Spanish	2,758	18%	2,295	29%	23,468	47%
Swahili	2	<1%	2	<1%	22	<1%
Swedish	4	<1%	3	<1%	51	<1%
Turkish	3	<1%	3	<1%	42	<1%
Total	14,979	98%*	8,033	98%*	50,269	97%*

* This figure differs from 100% only because of rounding error.

Table 66

College of Natural Sciences
Summary, by Subject, of Credit by Examination
1985-1986

Subject	Test Scores Evaluated		Tests Generating Credit Eligibility		Semester Hours of Credit Eligibility	
	N	%	N	%	N	%
Biology	218	2%	160	4%	1,095	7%
Chemistry	680	6%	231	5%	813	5%
Computer Science	91	1%	69	2%	208	1%
Geology	1	<1%	1	<1%	3	<1%
Home Economics	9	<1%	3	<1%	6	<1%
Mathematics	9,083	86%	3,604	84%	11,593	75%
Physics	448	4%	238	6%	1,672	11%
Total	10,530	99%*	4,306	101%*	15,390	99%*

*This figure differs from 100% only because of rounding error.

Table 67

School of Nursing
Summary, by Subject, of Credit by Examination
1985-1986

Subject	Test Scores Evaluated		Tests Generating Credit Eligibility		Semester Hours of Credit Eligibility	
	N	%	N	%	N	%
Nursing	53	100%	53	100%	297	100%
Total	53	100%	53	100%	297	100%

Table 68

College of Pharmacy
Summary, by Subject, of Credit by Examination
1985-1986

Subject	Test Scores Evaluated		Tests Generating Credit Eligibility		Semester Hours of Credit Eligibility	
	N	%	N	%	N	%
Pharmacy	1	100%	1	100%	3	100%
Total	1	100%	1	100%	3	100%

Table 69

Summary, by College/School, of Results of U.T. Austin's Program of Credit by Examination 1985-1986

College/School	Test Scores Evaluated		Tests Generating Credit Eligibility		Semester Hours of Credit Eligibility	
	N	%	N	%	N	%
Business Administration	12	<1%	12	<1%	36	<1%
Communication	3	<1%	3	<1%	9	<1%
Education	4	<1%	4	<1%	8	<1%
Engineering	17	<1%	17	<1%	51	<1%
Fine Arts	51	<1%	47	<1%	135	<1%
Liberal Arts	14,979	58%	8,033	64%	50,269	76%
Natural Sciences	10,530	41%	4,306	35%	15,390	23%
Nursing	53	<1%	53	<1%	297	<1%
Pharmacy	1	<1%	1	<1%	3	<1%
Total	25,650	99%*	12,476	99%*	66,198	99%*

*This figure differs from 100% only because of rounding error.

Table 70

Summary, by Testing Category, of Results of U.T. Austin's Program of Credit by Examination
1985-1986

Subject	Test Scores Evaluated		Tests Generating Credit Eligibility		Semester Hours of Credit Eligibility	
	N	%	N	%	N	%
Institutional Administrations	16,722	65%	7,463	60%	42,982	65%
Departmental Administrations	308	1%	298	2%	1,820	3%
National Administrations of CLEP Subject Examinations	99	<1%	92	1%	290	<1%
National Administrations of AP Examinations	2,996	12%	1,962	16%	12,408	19%
National Administrations of Achievement Tests	5,525	22%	2,661	21%	8,698	13%
Total	25,650	100%	12,476	100%	66,198	100%

(65%) of credit eligibility generated in all five categories of U.T. Austin's program of credit by examination. Credit eligibility was established by 7,463 institutional examinations, which represented 60% of the total of 12,476 tests generating credit eligibility.

National administrations of College Board Achievement Tests ranked second in a comparison of test volume and credit eligibility. The evaluation of 5,525 (22%) scores yielded 8,698 (13%) semester hours of credit eligibility. The 2,661 scores warranting credit were 21% of the total number of tests that generated credit eligibility.

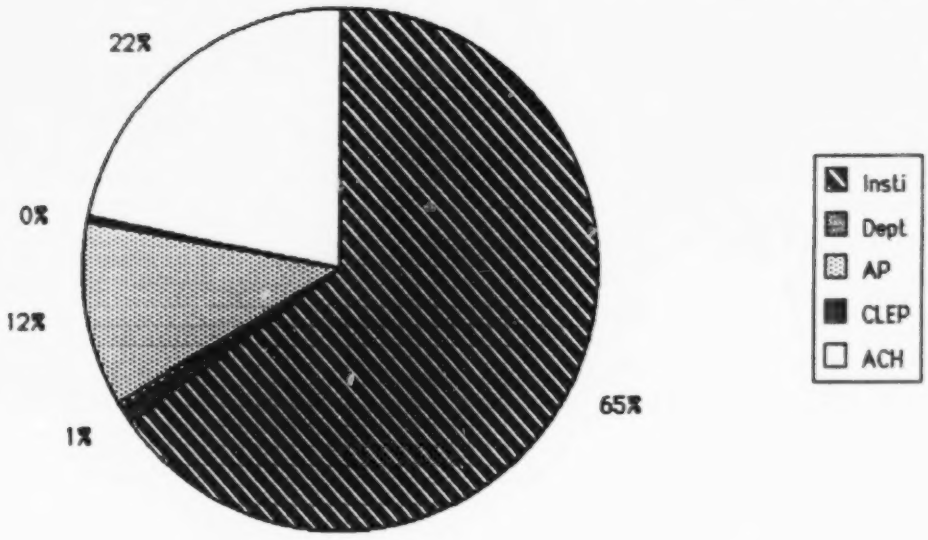

Figure 2. This figure shows the percentages of test scores evaluated by the Measurement and Evaluation Center in each of five categories of test administration.

The percentages change as one turns from comparisons among the testing categories to comparisons within each category (Figure 3). Ninety-seven percent of the 308 departmentally-administered individual examinations merited credit eligibility, while 93% of the 99 national administrations of the CLEP Subject Examinations did so. National administrations of the Advanced Placement Examinations ranked third, with 65% of its 2,996 tests generating credit. National administrations of 5,525 College Board Achievement Tests and institutional administrations of 16,722 tests resulted in lower rates of successful performance: 48% and 45%, respectively.

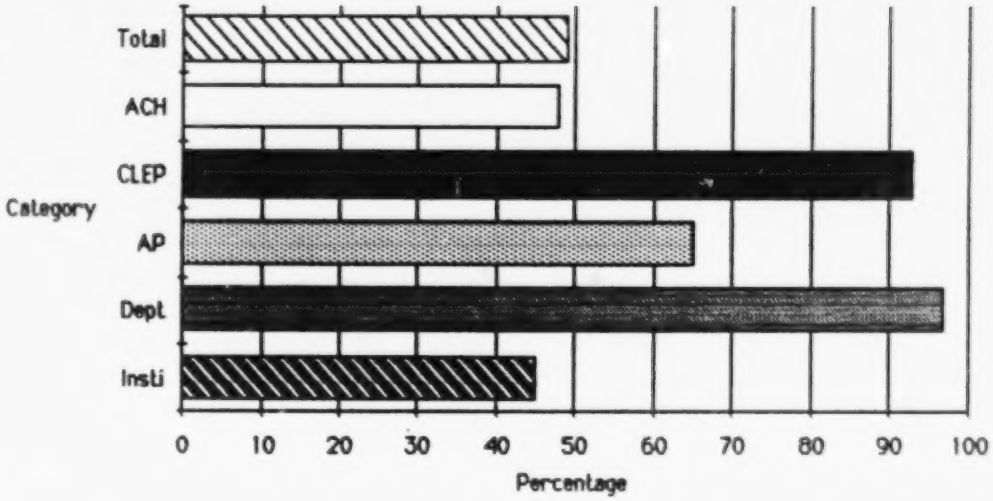

Figure 3. This figure indicates the percentages of tests generating credit eligibility in the total 1985-1986 testing program and within each category of test administration.